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ABSTRACT

This annotated bibliography of books, articles, research papers, manuals, program reports, and Congressional acts and hearings that were examined by the Day Care Policy Studies Group revises and updates previous versions of "Day Care: An Annotated Bibliography," issued in October 1970 and February 1971. It contains 1,500 items related to those issues that have been under study by the Day Care Policy Studies Group. The items, published between 1961 and 1970, are grouped in the following categories: 1. General Issues, 2. Child Development, 3. Specific Programs, 4. Personnel, 5. Economic Issues, 6. Licensing Standards, 7. Legislation and Regulation, 8. Special Issues, 9. Evaluation, 10. Facilities and Supplies, 11. General Resources, 12. Public Schools. Price and order information, if known, is listed at the end of the publication information in each entry, and an author index is included at the end of the document. The bibliography can be of use to educators and planning officials who might be involved in setting up day care centers. (For related documents, see PS 005 969-980, 982-983.) (Author/AL)

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VOLUME I

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Approved for:

INSTITUTE FOR INTERDISCIPLINARY STUDIES

Seldon P. Todd

Seldon P. Todd, Director

FOREWORD

This final report is submitted to the Office of Economic Opportunity by the Day Care Policy Studies Group in fulfillment of Contract B00-5121. This report presents the research undertaken by the Day Care Policy Studies Group and does not necessarily represent the policies or positions of the Office of Economic Opportunity.

The final report is presented in two sections; Part I Alternative Federal Day Care Strategies for the 1970's: Summary Report, and Parts II through X, supporting appendices to the summary report.

The following separately bound volumes are included:

- Parts: I Alternative Federal Day Care Strategies of
the 1970's: Summary Report
- II Volume 1 Child Care Programs: Estimation of
Impacts and Evaluation of Alternative
Federal Strategies
- Volume 2 Appendixes to Child Care Programs:
Estimation of Impacts and Evaluation
of Alternative Federal Strategies
- Volume 3 Measurements of Impacts of Child Care
Programs
- III Existing Day Care Legislation
- IV Volume 1 Costs of Day Care
- Volume 2 Appendix to Costs of Day Care: Proceedings
of a Workshop
- V Challenges in Day Care Expansion
- VI Public Opinion Toward Day Care
- VII Types of Day Care and Parents' Preferences

- VIII Future Trends Affecting Day Care and Preschool Education
- IX Volume 1 Training Programs for Child Care Personnel
- Volume 2 Appendix to Training Programs for Child Care Personnel
- X Volume 1 Day Care: An Annotated Bibliography
- Volume 2 Bibliography Supplement for September, October, and November 1971
- Volume 3 Bibliography Supplement for December 1971

In addition to this final report and supporting technical appendixes, the Day Care Policy Studies Group has provided the following supporting documents to the Office of Economic Opportunity in fulfillment of this contract.

An Explication of Some Alternative Federal Day Care Strategies for the 70's

Potential Impacts from Child Care

Considerations in the Evaluation of Alternative Funding Mechanisms for Day Care Services

The Effect of Present and Proposed Tax Deductions for Child Care

Emerging Findings and Implications for the Implementation of the Day Care Provisions of H.R.1 and OEO R & D in Day Care

Pending Federal Legislation Pertaining to Day Care

Review of Pending Day Care Legislation

Benefit/Cost Analysis of Day Care Programs Under a Family Assistance Plan

The Public's Opinion of Day Care

Paraprofessionals in Day Care

Some Implications of the Provision of Day Care Services

Day Care: An Annotated Bibliography Monthly Supplements

Questions Relating to the Federal Role in Day Care (Unpublished)

Evidence of Interest by States and Local Governments in Implementing Day Care and Preschool Educational Programs (Unpublished)

P R E F A C E

The Day Care Policy Studies Group of the Institute for Interdisciplinary Studies is analyzing selected policy issues relevant to federally assisted day care. This research is being conducted under an eighteen-month contract (July 1970 - December 1971) with the Office of Economic Opportunity. A primary purpose of the Policy Studies Group is to integrate existing knowledge regarding day care into issue papers helpful for policy analysis. An additional concern is to identify areas requiring research needed for policy decisions. The analysis of the issues is based on the diverse resources of the Policy Studies Group's interdisciplinary staff, information from consultants and consultation with federal officials concerned with day care, and other OEO day care contractors. No new data surveys are anticipated.

I N T R O D U C T I O N

This bibliography annotates publications that have been examined by the Day Care Policy Studies Group. It extends and updates previous versions of Day Care: An Annotated Bibliography, issued in October 1970 and February 1971.

This revision contains approximately 1,500 items. The materials listed relate primarily to those issues that have been under study and are mainly research and policy oriented, rather than operating materials.

Materials listed in the bibliography may be ordered from original sources with a few exceptions. In most cases, materials published by departments of the federal government may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Often, however, a single copy of an inexpensive publication may be obtained from the department itself. Prices of items, if known, are listed at the end of the publication information in each entry. The Policy Studies Group does not stock items for distribution.

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1. GENERAL ISSUES

Publications listed in this section provide an overview of day care and related programs for children. Many of the items are statements by advocates of day care; others provide information about mobilizing and coordinating resources for day care programs.

Allen, James E., Jr. "National Commitment to Early Childhood Education." PARENTS MAGAZINE, October 1969, p. 34

This editorial was written by the Assistant Secretary for Education and Commissioner of Education for the United States.

Anderson, Robert H. "Schools for Young Children: Organizational and Administrative Considerations." PHI DELTA KAPPAN, March 1969, pp. 381-85

Ways in which programs for educating young children might be set up are discussed in this article. Some of the advantages for linking early childhood programs to public elementary schools are pointed out, as well as the importance of the physical environment.

Biber, Barbara. CHALLENGES AHEAD FOR EARLY CHILDHOOD EDUCATION. Washington, D.C.: National Association for the Education of Young Children, 1969. 57 pp. 1.35

Five major areas of challenge are identified: coming to terms with the problems of goals; having a basic rationale for choosing, altering, or instituting new methods; effecting a fruitful interaction between home and school, between parent and teacher; balancing the maintenance of standards with the needs and demands of a crisis situation; dealing with the massive volume of theoretical and evaluative research.

Bohmer, Hilde. "Why Are We So Reluctant about Day Care Programs? A Comparative Appraisal." CHILD WELFARE 45(1966):289-91

The author points out the values day care in Europe offers to entire families and calls for day care for all children who need "a place to go to." She believes that though there should be no stigma of poverty attached to day care centers, those who need them most, namely, socio-economically underprivileged children, should be given first priority.

Cella, Charles P., Jr., and Lane, Rodney P., eds. BASIC ISSUES IN COORDINATING FAMILY AND CHILD WELFARE PROGRAMS. Philadelphia: University of Pennsylvania Press, 1964. 121 pp. 7.50

The papers in this book grew out of a seminar planned to explore the basic issues involved in achieving a coordinated pattern of services in the family and child welfare component of social welfare.

THE CHANGING DIMENSIONS OF DAY CARE: HIGHLIGHTS FROM CHILD WELFARE. New York: Child Welfare League of America, 1970. 62 pp. 1.75

The table of contents lists the following chapters: "The League's Day Care Project: Findings to Guide the Community in Providing Day Care Services"; "Day Care: A Mental Health Intervention"; "Educational and Growth Needs of Children in Day Care"; "A Blueprint for a Comprehensive Community-wide Day Care Program"; "The Board Member as Doer"; "The Challenge of Day Care"; "Social Work in Day Care"; "Some Guidelines in the Selection of Day Care Personnel"; "Day Care: An Under-used Resource in Child Welfare"; "Unsupervised Family Day Care in New York City."

THE CHILDREN ARE WAITING. THE REPORT OF THE EARLY CHILDHOOD DEVELOPMENT TASK FORCE. New York: Human Resources Administration, 1970. 83 pp. Free

This task force was formed to examine and assess early childhood services in New York City, as well as to recommend changes in the quantity and quality of the programs. The major recommendations contemplated almost total change in administration and procedure with a new department of early childhood services to absorb many of the existing and overlapping agencies and procedures. Appendices.

CHILD WELFARE SERVICES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966

The variety of social services for children and their parents that are provided by child welfare agencies in the United States are briefly described in this booklet.

COMPACT 3(1969). 48 pp. 1.00

The subject of this issue is "Preschoolers and the States."

A CONSULTATION ON WORKING WOMEN AND DAY CARE NEEDS. Washington, D.C.: U.S. Department of Labor, 1967. 86 pp.

This report of a conference attended by representatives of government, private agencies, and associations includes transcripts of question and answer periods in which heads of various agencies reveal their points of view and areas of greatest concern. A critique by Joseph Reid analyzes legislative measures that were upcoming at the time of writing, discussing both their promise and possible pitfalls.

DAY CARE. Washington, D.C.: National Council of Catholic Women, n.d. unpagged. 2.14

Articles reprinted in this collection cover general aspects of day care, day care for school-age children, and parent and community issues. A short bibliography is included.

DAY CARE SERVICES FOR CHILDREN IN ILLINOIS. Springfield: Illinois Department of Children and Family Services, 1969. 18 pp. Free

This report establishes a baseline for planning, coordinating, and developing day care resources for children in Illinois. Included with the report are a statement of policy for day/night care grant-in-aid program and the House and Senate bills creating the Department of Children and Family Services.

DAYTIME PROGRAMS FOR CHILDREN. Washington, D.C.: Association for Childhood Education International, 1967. 2 pp. Free

This statement was prepared by representatives of eight professional organizations concerned with children. The 18 points cover the following areas: promotion of specific goals, and fostering a quality of living that provides for total and continuous growth; conditions fundamental to the attainment of the above-mentioned goals; and certain basic elements that are essential to every day-time program for children three through five years of age.

DEVELOPMENTAL CHILD CARE SERVICES: REPORT OF FORUM 17. Washington, D.C.: 1970 White House Conference on Children. 21 pp. Free

Developmental child care is defined as any care, supervision, and developmental opportunity for children which supplements parental care and guidance. The forum members urge the recognition of day care as a developmental service with tremendous potential for positively influencing and strengthening the lives of children and families, and urge the eradication of day care as only a custodial "baby-sitting" service.

Dumpson, James R. "The Place of Day Care in Meeting Children's Needs." CHILD WELFARE 43(1964):182-86

The author supports day care as a basic service in all communities for all children and parents who need it, and as a child welfare service that strengthens families.

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: EARLY CHILDHOOD EDUCATION -- AN OVERVIEW. Arlington, Virginia: Council for Exceptional Children, 1969. 161 pp. ERIC, 8.30

"Eight conference papers on early childhood education give a philosophical overview to the instruction of young children."

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: ENVIRONMENTAL INFLUENCES IN THE EARLY EDUCATION OF MIGRANT AND DISADVANTAGED STUDENTS. Arlington, Virginia: Council for Exceptional Children, 1969. 85 pp. ERIC, 4.35

Topics included are: individual variation among preschoolers in a cognitive intervention program in low-income families; programmatic research on young disadvantaged children; an ameliorative intervention program for young disadvantaged children; disadvantaged Mexican-American children and special education; the disadvantaged migrant student and remediation through vocational education; remediation and practical approaches to learning disabilities of migrant children; environmental criteria: mentally retarded day care facilities (preschool).

"The Executive Director's Testimony before the House Education and Labor Committee." YOUNG CHILDREN 25(1970):236-46

Dr. Milton Akers, executive director of the National Association for the Education of Young Children, was invited to define his perception of priorities in the field of early childhood education before the special subcommittee hearings of H.R. 13520, "Comprehensive Preschool Education and Day Care Act of 1969."

FACTS ABOUT DAY CARE. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969. 9 pp.

In this publication the total day care situation is summarized. Included are descriptions of the programs resulting from each piece of legislation enacted in the last several years. The Federal Panel on Early Childhood and the place of the 4-C programs are discussed.

47TH ANNUAL MEETING, SAN FRANCISCO, CALIFORNIA, MARCH 23-26, 1970. New York: American Orthopsychiatric Association, 1970. 136 pp. 2.00

The AOA brings together psychiatrists, psychologists, social workers, anthropologists, educators, sociologists, nurses, and other professionals in a collaborative approach to the study and treatment of problems of human behavior. The 1970 annual meeting included workshops and panel discussions on "The Pre-School Child," "Research Papers of Children and Adolescents," "Schools without Failure," "Careers in Child Care," "Day Care Program" and other subjects related to children and day care.

4-C FACT SHEET AND 4-C STATUS REPORT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1970. 8 pp.

Explains the structure of the Community Coordinated Child Care Program, including regional and local affiliations and pilot programs. Presents a table of all communities that are already involved and the stage of their involvement, from preliminary interest to pilot study.

4-C MANUAL. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1961. 303 pp. 12.50

This manual is in looseleaf notebook form which is supplemented periodically. The initial purchase includes a "subscription" to additional materials. The manual is more an outline of technical specifications than a handbook for setting up a program. It describes the administrative structure that is required on the state and local levels and tells how to set up a 4-C program on the local level. It also explains how each federal agency is involved in day care, early childhood education, or welfare. Section V, "Human Resources," is a directory of persons and departments within both the federal government and voluntary agencies that can be of help to a day care program. Section VI is a bibliography, "Selected Reference Sources." The appendices included memoranda from various federal sources and reprints of material published by other government agencies.

THE 4-C PROGRAM: COMMUNITY COORDINATED CHILD CARE. Montpelier, Vermont; State 4-C Committee, 1970. 54 pp.

These papers describe the Vermont 4-C Program, designed to prepare state plans to aid in developing community coordinated child care programs and to aid communities in Vermont to implement such programs.

Frazier, Alexander, ed. EARLY CHILDHOOD EDUCATION TODAY. Washington, D.C.: National Education Association, 1968. 45 pp. 2.00

A strong case for early childhood education is offered in this book, along with a broad range of aids in organizing and developing sound education for the very young. Included are sections on personnel and parent involvement.

FROM A BLACK PERSPECTIVE: COMMUNITY COORDINATED CHILD CARE (4-C) PROGRAMMING. Washington, D.C.: Black Child Development Institute, 1971. 11 pp. 1.00

This position paper presents a black point of view on child care and offers guidelines for black people to evaluate and act upon in influencing child development programs and legislation that affect their community.

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Goodstein, Bernard J. DAY CARE FOR CHILDREN IN CHICAGO: GUIDELINES FOR PLANNING A CORE DAY CARE PROGRAM IN LOW INCOME AREAS. Chicago: Welfare Council of Metropolitan Chicago, 1969. 63 pp.

This report is based on a review of the experience of agencies operating day care services and proposes guidelines for action, develops a core program with options, reviews possible funding sources and summarizes day care standards.

Goodykoontz, Bess. BASIC HUMAN VALUES FOR CHILDHOOD EDUCATION. Washington, D.C.: Association for Childhood Education International, 1963. 76 pp. 1.25

A colloquy which brought together people from several disciplines, all concerned with the welfare of young children, is described in this report. The major part of the report centers around ten major values in American life. The remainder suggests implications for action in elementary schools.

Hansan, John E., and Pemberton, Kathryn. "A Day Care Service for Families with Mothers Working at Home." CHILD WELFARE 42(1963):180-84

Children who need day care even though their mothers do not work are served through the described program. The families served were found in great need of some outside help simply to meet the day-to-day demands placed on them.

Hapgood, Karen E. DAY CARE CENTERS. Chicago: American Society of Planning Officials, 1970. 33 pp. 6.65

"This report discusses day care facilities for children, particularly the three-to-six year preschool age group, for the purpose of providing the practicing planner with the conceptual and analytical tools necessary to plan for this community service in the way he now plans for other community services and facilities."

Heinze, W.O. PRESIDENT'S LETTER. New York: Child Welfare League of America, 1969. 1 p.

A short exposition on the status of child care in this country, with notes on what the Child Welfare League has done in the field.

INTERIM POLICY GUIDE FOR THE 4-C PROGRAM, PILOT PHASE. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969. 30 pp.

A clear outline of the function of 4-C in coordinating day care programs is drawn. It lists steps to follow in establishing a local 4-C program and specifications of administrative structure on all levels, from local to federal, with specific criteria for federal recognition of these programs.

Knight, Ethel Verry. SERVING THE PRE-SCHOOL CHILD: DAY CARE AS A SERVICE TO THE ENTIRE FAMILY. New York: National Federation of Settlements and Neighborhood Centers, 1966. 7 pp. .25

Day care is analyzed, and recommendations are made on "how settlements can develop day care centers suited to the individual requirements of differing neighborhoods."

LADDER TO LEARNING: A COORDINATED APPROACH TO PROGRAMS FOR YOUNG CHILDREN IN NEW YORK CITY. New York: Institute of Public Administration, 1967. 52 pp. Free

Preschool and kindergarten programs in New York City were analyzed as part of a study to make recommendations for the administrative coordination of existing programs and to suggest strategies for their future development and expansion.

Lake, Alice. "The Day-care Business: Which Comes First -- The Child or the Dollar?" McCALL'S, November 1970, p. 6

If the business of young children is growth and development, and the business of corporations is making money, can the two groups mix and both have their needs satisfied?

Law, Norma; Moffitt, Mary; Moore, Eleanora; Overfield, Ruth; and Starks, Esther. BASIC PROPOSITIONS FOR EARLY CHILDHOOD EDUCATION. Washington, D.C.: Association for Childhood Educational International, 1966. 12 pp. .25

This booklet points out some hazards of educational programs for very young children and stresses the need for a proper balance of "structure and self-initiated activity for early learning."

MONTGOMERY COUNTY CHILD DAY CARE ASSOCIATION. Bethesda, Maryland, 1970. 25 pp. Free

A nonprofit, voluntary association was established to satisfy the need for all-day child care of superior quality. Information from this organization includes pamphlets, newsletters, a fact sheet, and by-laws.

NEEDS OF YOUNG CHILDREN AND THEIR FAMILIES: SUMMARY AND RECOMMENDATIONS PRESENTED TO THE GOVERNOR'S COUNCIL FOR HUMAN SERVICES. IN PREPARATION FOR 1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH. Harrisburg: Task Force on the Family, Committee on Children and Youth, Commonwealth of Pennsylvania, 1970. 17 pp.

Five subjects are discussed: (1) early child development and day care; (2) the rights of children and the law; (3) service needs of young families; (4) poverty -- hunger, malnutrition, and mental retardation; and (5) service delivery systems changes. Brief summaries and recommendations are given on each subject.

"New Opportunities in Day Care: An Interview with Gertrude Hoffmann."
YOUNG CHILDREN 25(1969):275-78

Gertrude Hoffmann, specialist in day care services for HEW, sees the expanded interest of the states, Congress and industry as a chance "to provide every child 14 years of age and under with adequate care."

Nixon, Richard M. "Education Reform, March 3, 1970." WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, 9 March 1970

The President proposes a series of actions to improve elementary and secondary education and also proposes establishing experimental centers for early childhood education.

PEABODY JOURNAL OF EDUCATION 48(1971). 99 pp. 1.75

This issue is devoted to the topic of early childhood education.

Pierce, William L. "Day Care in the 1970's: Planning for Expansion." CHILD WELFARE 50(1971):160-63

The author outlines reasons behind the need for expansion of day care facilities and points out how carefully such expansion must be made to serve the needs of society as a whole.

PRESCHOOL BREAKTHROUGH: WHAT WORKS IN EARLY CHILDHOOD EDUCATION.
Washington: D.C.: National School Public Relations Association, 1970.
48 pp. 4.00

"This report is designed to help school personnel to prepare for the mass of preschoolers headed their way." It reviews the philosophies and controversies of early childhood education, offers a guide to the federal apparatus in relation to child-care legislation, comments on the ferment in state and local communities over control of programs, and gives detailed descriptions of programs which have been found to be effective with young children.

Prescott, Elizabeth. A PILOT STUDY OF DAY CARE CENTERS AND THEIR CLIENTELE. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Children's Bureau, 1965. 40 pp. .20

"In 1962 the Children's Bureau initiated a program of research and demonstration grants in the area of child welfare services. In this publication, an attempt will be made to present the findings in a form that will have practical implications for the child welfare field."

Pringle, M.L. Kellmer, ed. CARING FOR CHILDREN: A SYMPOSIUM ON COOPERATION IN CHILD CARE. New York: Humanities Press, 1969. 138 pp. 3.50

The National Bureau of Cooperation in Child Care was established in England as a communication center to collect and disseminate all relevant available knowledge about the care of children, and to promote research. The Conference on Caring for Children examined traditional concepts in child care, their advantages and shortcomings, suggested principles which should govern cooperation, and pointed to the hindrances that experience shows must be swept away if closer cooperation is to be achieved. It also discusses how these principles can be related to the needs of special groups, such as immigrant mothers, emotionally disturbed children, and those suffering from multiple handicaps.

PROCEEDINGS OF THE CONFERENCE ON INDUSTRY AND DAY CARE. Chicago: Urban Research Corporation, 1970. 88 pp. 15.00

One-hundred-seventy-five industry representatives, early childhood specialists, community agency representatives, and day care operators and franchisers conferred. Topics included major issues in day care, models of industry-related day care, consumers, costs and funding, federal legislation for day care, models of the mind (innovative alternatives in day care arrangements), and industrial day care's roots in America. Appendices include workshop summaries, comparative analysis of legislation, standards and costs, and a list of participants.

PROFILES OF CHILDREN: 1970 WHITE HOUSE CONFERENCE ON CHILDREN. Washington, D.C.: White House Conference on Children 1970, 1970. 187 pp. 3.00

This book opens with data on the world of the 1970's and then deals with four major stages of child development through age 13: the prenatal period, the first year of life, the preschool years between ages one and six, and the school years.

Rambusch, Nancy McCormick. VIEWS ON PRESCHOOL EDUCATION AND DAY CARE, 1969. 10 pp. ERIC, .60

The author recommends preschool programs which combine flexibility with known effective child care and educational practices. She also considers mother's needs for self-esteem and the value of further research to find the most effective techniques for early education.

REPORT ON DAY CARE: MEETING OF REPRESENTATIVES OF STATE ADVISORY COMMITTEES ON DAY CARE SERVICES AND STATE DEPARTMENTS OF PUBLIC WELFARE. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1964. 53 pp.

This booklet contains speeches presented by representatives of state Advisory Committees on Day Care Service at a meeting held 19-20 March 1964. A speech on the need for day care is included, in addition to talks from state representatives on situations in their states. The discussion has a tone of much less urgency than in later years, with much more interest expressed in financing procedures than in deprived children.

REPORT TO THE PRESIDENT: WHITE HOUSE CONFERENCE ON CHILDREN. Washington, D.C.: White House Conference on Children 1970, 1971. 451 pp. 4.75

This document contains the reports of the 25 forums at the 1970 White House Conference on Children. Included in the forum reports are recommendations, lists of references, and names of forum members.

Ruderman, Florence A. "Day Care: A Challenge to Social Work." CHILD WELFARE 43(1965):117-23

The author describes the Child Welfare League of America's Day Care Project carried out in seven very different communities, enabling the investigators to analyze local factors or variations and to determine what is general or universal in the current day-care scene. She concludes that organized day care has a class-and-caste character which, if allowed to continue, will prevent middle-class families from thinking of it as a resource and exclude millions of parents and children who need day care.

SMALL CHILDREN AS A SMALL BUSINESS: A PRIMER FOR POTENTIAL INVESTORS IN DAY CARE CENTERS. New York: Child Welfare League of America, 1971. 6 pp. .50

This publication provides a checklist for potential investors to determine if a child care franchise is a sound business proposition and stresses that investors should have fitting educational background and personality for such a business.

SPOTLIGHT ON DAY CARE: PROCEEDINGS OF THE NATIONAL CONFERENCE ON DAY CARE SERVICES, MAY 13-15, 1965. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Children's Bureau, 1966. 173 pp. .55

The proceedings include addresses before the general sessions by such notables as Hubert Humphrey and Abraham Ribicoff; addresses before individual sessions on such topics as labor's and industry's concern with day care, research on early childhood education, income problems, organizational recommendations of the work groups on various aspects of day care are included.

A STUDY IN CHILD CARE 1970-71. Volume I: Findings; Volume IIA: Center Case Studies; Volume IIB: Systems Case Studies; Volume III: Costs and Quality Issues for Operators. Cambridge, Massachusetts: Abt Associates, 1971. 1361 pp. 25.00

The purpose of this study was to seek out and describe formal child care arrangements of good quality, and investigate the cost of reproducing the centers and home-care arrangements. Twenty centers are described in depth in volumes IIA and IIB. An analysis of the common structure and characteristics of these 20 centers, plus three center designs for 25, 50, and 75 children, are presented in Volume III.

Sundquist, James L., and Davis, David W. MAKING FEDERALISM WORK: A STUDY OF PROGRAM COORDINATION AT THE COMMUNITY LEVEL. Washington, D.C.: Brookings Institute, 1969. 293 pp. 6.95

The authors examined the workings of the federal system and observed the problem of coordination in a cross section of American communities in fourteen states, interviewing more than 700 people. They offer a series of models that would comprise a system of coordination for the federal structure as a whole.

TOWARD A COMPREHENSIVE SERVICE DELIVERY SYSTEM THROUGH BUILDING THE COMMUNITY SERVICE CENTER: A DRAFT WORKING PAPER FOR STATE AND LOCAL SOCIAL SERVICE AGENCIES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Community Services Administration, 1970. 62 pp.

This working paper has been presented as a flexible tool for those persons responsible for carrying out change in public community-based, tax-supported, comprehensive system of services for all segments of a community.

UNIVERSAL OPPORTUNITY FOR EARLY CHILDHOOD EDUCATION. Washington, D.C.: National Education Association, Educational Policies Commission, 1966. 12 pp. .25

This statement is based on the premise that "all children should have the opportunity to go to school at public expense beginning at the age of four."

Vanzandt, Sally, and Bosworth, Susan. "Day Care Problems and Needs in Rural Areas." PUBLIC WELFARE 26(1968):219-23

"This paper points up the critical problem of finding suitable day care for children of mothers who must work and who live in the rural areas of the State of Nebraska. The findings parallel those for the total United States -- emphasizing the wide gap between need and resources."

WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH. Washington, D.C.:
Day Care and Child Development Council of America, Inc., 1970. Unpaged

The design for the White House Conference on Children and Youth is a forum structure intended to bring a multi-disciplinary approach to deal with the world of children to age 13.

Wild, Jerome J. THE WORCESTER DAY CARE COALITION. Worcester, Massachusetts: Community Services of Greater Worcester, 1968. 9 pp.

The development of the Worcester day-care coalition is traced from its beginnings, with a community services study of day care needs and resources, through the establishment of the first day care center in a Model Cities area.

WINDOWS ON DAY CARE: A REPORT TO THE NATION BY MEMBERS OF THE NATIONAL COUNCIL OF JEWISH WOMEN: DAY CARE REPORTER'S KIT. New York: National Council of Jewish Women, 1970. 55 pp.

In an effort to enlist council members as day-care "reporters" to bring about more and better day care facilities, the National Council of Jewish Women has compiled an informative kit. Included in this kit are materials on licensing, standards, and funding, and questionnaires for day care homes and day care centers.

2. CHILD DEVELOPMENT

This section lists publications dealing with children's physical, emotional, social, and cognitive development, disadvantaged populations, and parent-child interaction. Items include research reports and specific recommendations for childhood programs, as well as theoretical discussions of child-rearing and educational philosophy and psychology. Items of a general nature, or covering several areas, are listed in the general section.

A. GENERAL

Banducci, Raymond, "The Effect of Mother's Employment on the Achievement, Aspirations, and Expectations of the Child." *PERSONNEL AND GUIDANCE JOURNAL* 46(1967):263-67

"This study of 3,014 high school seniors examined school achievement and educational aspirations and expectations of youth and working and nonworking mothers. The sample was stratified by socio-economic level and by the sex of the student."

Berson, Minnie Perrin. "The All-day Kindergarten." *TODAY'S EDUCATION*, November, 1968, pp. 27-29

The author believes that some young children profit by attending all-day kindergarten but that the experience can be detrimental to others.

Bettelheim, Bruno. *FOOD TO NURTURE THE MIND*. Washington, D.C.: Children's Foundation, 1970. 23 pp. 1.00

In this speech, Bettelheim discusses the ways in which food and the manner in which it is provided to hungry children in this country may influence present and future behavior.

Bowlby, John. *MATERNAL CARE AND MENTAL HEALTH*. New York: Schocken Books, 1966. 194 pp. 2.45

Bowlby believes that prolonged deprivation of maternal care may have grave and far-reaching effects on the young child's character and so on the whole of his future life. He draws the corollary that the proper care of children who are deprived of a normal home life is essential to the mental and social welfare of the community.

Bronfenbrenner, Urie. "Damping the Unemployability Explosion; Today's Children Must be Grown to Fit Tomorrow's Jobs." SATURDAY REVIEW, 4 January 1969, pp. 108-10

The author proposes "the drafting of an Act in Behalf of Childhood Development, and, under its provisions, the establishment of an Office for Family and Children's Services which would be given responsibility, authority, and financial resources to coordinate all existing programs relating to children." The services that the author believes essential for children to reach their human potential would prepare children for the lives and jobs that will be available in the future and prevent an unemployability explosion.

Bronfenbrenner, Urie. TWO WORLDS OF CHILDHOOD: U.S. AND U.S.S.R. New York: Russell Sage Foundation, 1970. 190 pp. 7.95

Bronfenbrenner has examined the child-rearing practices in "the two most powerful nations of our time" to see what each country does for and with its children, both intentionally and unintentionally.

Brown, Ellen. A STUDY IN ECOLOGICAL PSYCHOLOGY: THE BEHAVIOR OBJECTS USED BY THREE-YEAR-OLD CHILDREN FROM THREE INCOME GROUPS. Master's thesis, George Peabody College for Teachers, 1961. 94 pp. Free

By studying children directly as they move within and interact with the environment in their homes, this study aims to provide scientific documentation on how such variables as income, occupation level, and amount of education of the parents influence the course of child development.

Burns, Sylvia F. "Children Respond to Improvised Equipment." YOUNG CHILDREN 20(1964):28-32

Classroom situations are described in which young children were able to use their own imagination and creativity in making improvised materials to fit their particular needs.

Butler, Annie L. CURRENT RESEARCH IN EARLY CHILDHOOD EDUCATION: A COMPILATION AND ANALYSIS FOR PROGRAM PLANNERS. Washington, D.C.: National Education Association, American Association of Elementary-Kindergarten-Nursery Educators, 1970. 193 pp. 5.00

The research reviewed here is divided into "The Current Scene," "Intellectual Growth Research," and "Other Research Findings." The search of the literature was limited to publications since 1964 that focus on the outcomes of early childhood education or on analysis of factors composing early childhood education. An extensive bibliography is included.

Caldwell, Betty M. "What Is the Optimal Learning Environment for the Young Child?" AMERICAN JOURNAL OF ORTHOPSYCHIATRY 37(1967):8-21

This paper examines the validity of the premise that there is only one effective learning setting for the very young child -- an intrafamily environment characterized by minimal disruption of primary social relationships -- and suggests alternative models during the earliest years of a child's life.

Caldwell, Betty M., and Richmond, Julius B. THE CHILDREN'S CENTER -- A MICROCOSMIC HEALTH, EDUCATION, AND WELFARE UNIT. Syracuse: State University of New York, Upstate Medical Center, Department of Pediatrics, Children's Center, 1967. 46 pp. ERIC, 1.84

The Children's Center was founded as a research and demonstration day care center for very young children. Eighty-five children aged six months to five years come to the center from both low-income homes in which the mother works and middle-class homes in which the mother does not work. The center is organized around three on-going programs: health, education, and welfare.

CARE OF CHILDREN IN DAY CENTRES. Geneva: World Health Organization, 1964. 189 pp. 2.25

Contents: "Care of Well Children in Day-care Centres," Stig Sjolín; "Organization of Living and Educational Conditions for Infants and Small Children in Children's Institutions," Eva Schmidt-Kolmer; "Child-care Services in Relation to the Needs of Working Mothers," International Labour Office; "A Child Psychiatrist on Children in Day-care Centers," S. Lebovici; "The Role of Toys and Games in the Day-care Centre," Irene Lezine; "Paediatric Aspects of Day Care and Institutional Care," Julius B. Richmond; "The Development of Children in the Family and in Day-care Centres in Poland," B. Gornicki; "Measurement and Specification of the Early Infant Environment," Leon J. Yarrow; and "Day-care Centres in Paris and Its Suburbs," F. Davidson.

THE CHANGING DIMENSIONS OF DAY CARE: HIGHLIGHTS FROM CHILD WELFARE. New York: Child Welfare League of America, 1970. 62 pp. 1.75

The table of contents lists the following chapters: "The League's Day Care Project: Findings to Guide the Community in Providing Day Care Services"; "Day Care: A Mental Health Intervention"; "Educational and Growth Needs of Children in Day Care"; "A Blueprint for a Comprehensive Community-wide Day Care Program"; "The Board Member as Doer"; "The Challenge of Day Care"; "Social Work in Day Care"; "Some Guidelines in the Selection of Day Care Personnel"; "Day Care: An Under-used Resource in Child Welfare"; "Unsupervised Family Day Care in New York City."

Chess, Stella, and Thomas, Alexander, eds. ANNUAL PROGRESS IN CHILD PSYCHIATRY AND CHILD DEVELOPMENT, 1970. New York: Brunner/Mazel, 1970. 585 pp. 12.00

This book contains 30 articles in 11 major areas dealing with normal and disturbed children. Generally, the articles are of two types: original work that holds promise of making a contribution to progress in the study of the child, and review articles that present a clear and thoughtful picture of the present state of knowledge in an important area.

CONTEMPORARY ISSUES IN ELEMENTARY EDUCATION. Washington, D.C.: National Education Association, 1960. 27 pp. .35

"This report seeks to identify the unique characteristics of elementary education and to illustrate their bearing on current practices and proposed changes."

Dawe, Helen C. "The Influence of Size of Kindergarten Group upon Performance." CHILD DEVELOPMENT 5(1934):295-303

The results of this study indicate that increase in size of group does not reduce the amount of a story that is retained by children, but that increase does reduce the percentage of children who take part in the discussion, and the average number of remarks per child. Position in the group apparently does not influence the amount of a story retained, but does affect the extent to which children entered the discussion.

THE DAY CARE PROGRAM. New York: Day Care Council of New York, 1967.

This folder describes day care programs in New York City.

DAYTIME PROGRAMS FOR CHILDREN. Washington, D.C.: Association for Childhood Education International, 1967. 2 pp. Free

Representatives of eight professional organizations concerned with children prepared this statement. The 18 points cover the following areas: promotion of specific goals and fostering a quality of living that provides for total and continuous

growth; conditions fundamental to the attainment of the above-mentioned goals; and certain basic elements that are essential to every daytime program for children three through five years of age.

Denmark, Florence L.; Guttentag, Marcia; and Riley, Robert. COMMUNICATION PATTERNS IN INTEGRATED CLASSROOMS AND PRE-INTEGRATION SUBJECT VARIABLES AS THEY AFFECT THE ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF PREVIOUSLY SEGREGATED CHILDREN. New York: Hunter College of the City University of New York, 1967. 55 pp. ERIC, 2.28

This research project was conducted to determine the effects of one year of school integration on 87 lower-class Negro elementary school students in a suburban New York community.

Dennison, George. THE LIVES OF CHILDREN: THE STORY OF THE FIRST STREET SCHOOL. New York: Vintage Books, 1969. 308 pp. 1.95

This book is called "a practical description of freedom in its relation to growth and learning." It is the story of the author's experience in a school for 23 children on New York's Lower East Side.

Deutsch, Martin, and Brown, Bert. "Social Influences in Negro-White Intelligence Differences." JOURNAL OF SOCIAL ISSUES 20(1964):24-35.

This paper reports on the development of intellectual functions in children and breaks down the attributes of social experience along what might be called social environmental and developmental dimensions. With the former, the attempt has been made to analyze racial group membership by some of its psychological properties, to determine some of the components of social class, and to determine something of the interaction of the two. With the latter, the focus has been on identifying "experience groups" in terms of language, perception, learning, general intellectual functioning, and self, attitudinal, and motivational variables.

Deutsch, Martin; Katz, Irwin; and Jensen, Arthur R., eds. SOCIAL CLASS, RACE, AND PSYCHOLOGICAL DEVELOPMENT. New York: Holt, Rinehart, and Winston, 1968. 423 pp. 8.50

This book aims to provide a useful assessment of what is known and what still needs to be known -- from the standpoint of providing equal educational opportunities -- about biological, psychological, and social factors governing the achievement of students from different types of home background.

DEVELOPMENTAL CHILD CARE SERVICES: REPORT OF FORUM 17. Washington, D.C.: 1970 White House Conference on Children. 21 pp. Free

Developmental child care is defined as any care, supervision and developmental opportunity for children which supplements parental care and guidance. The forum members urge the recognition of day care as a developmental service with tremendous potential for positively influencing and strengthening the lives of children and families and urge the eradication of day care as only a custodial, "baby-sitting" service.

Di Lorenzo, Louis T.; Salter, Ruth; and Brady, James J. PREKINDER-GARTEN PROGRAMS FOR EDUCATIONALLY DISADVANTAGED CHILDREN. Albany: University of the State of New York, the State Education Department, Office of Research and Evaluation, 1969. 259 pp. Free

The results of a study on the effects of year-long prekindergarten programs for disadvantaged children from July 1965 to July 1969 are presented in this report. The major factors considered were intelligence, language, self-concept, and physical development.

DISADVANTAGED CHILDREN AND THEIR FIRST SCHOOL EXPERIENCE: ETS-OEO LONGITUDINAL STUDY. THEORETICAL CONSIDERATIONS AND MEASUREMENT STRATEGIES. APPENDICES RELATED TO MEASURES. Princeton: Educational Testing Service, 1968. 485 pp. ERIC, 24.35

"This report is part of a comprehensive study of the cognitive, personal, and social development of disadvantaged children over the crucial period age three through grade three. The aims of the study are to identify the components of early education associated with children's development, to determine the environmental and background factors influencing such associations, and, if possible, to describe how these influences operate."

Dittmann, Laura L., ed. EARLY CHILD CARE: THE NEW PERSPECTIVES. New York: Atherton Press, 1968. 385 pp. 9.95

The book comprises the following four sections: Part I: a summary of the stages of child development; Part II: specifics about content of day care programs as related to child development; Part III: discussion of poor families and day care programs best suited for them and of group infant care in other countries; Part IV: discussion on model day care and developmental programs for the disadvantaged.

Dittmann, Laura L., ed. WHAT WE CAN LEARN FROM INFANTS. PROCEEDINGS OF A CONFERENCE JOINTLY SPONSORED BY THE YALE CHILD STUDY CENTER, YALE UNIVERSITY AND THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN. Washington, D.C.: National Association for the Education of Young Children, 1970. 80 pp. 2.00

Contents are divided into the following sections: "The First Two Years: Concepts and Processes"; "Some Determinants of Parent-Infant Relationships"; "Early Childhood: Pushing and Pulling"; "Discussion and Outcomes."

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: PARENT PARTICIPATION IN EARLY CHILDHOOD EDUCATION. Arlington, Virginia: Council for Exceptional Children, 1970. 121 pp. ERIC, 6.15

These eight papers cover the following areas: dimensions of family involvement in early childhood education; the relationship of the parent, child, and professional staff; parent reactions to the identification of handicaps and their involvement in early education; parent participation in a program of behavior modification for physically handicapped children; the use of parent meetings and parent educators who visit homes to assist parents in helping children to learn; a program for training mothers to instruct their infants at home; a sociological perspective on counseling parents of handicapped children; and early diagnosis of deafness and parent counseling.

EXEMPLARY AND INNOVATIVE PRESCHOOL CHILD DEVELOPMENT DEMONSTRATION CENTERS, 1966-1969. Kalamazoo, Michigan: School District of the City of Kalamazoo, 1969. 75 pp. ERIC, 3.85

This report of the first three years of a preschool project in Kalamazoo cites two program aims: to maximize the potential of each preschool child and to involve parents and community agencies in the project. The report also describes the objectives of the program and the areas in which objectives are being met.

47TH ANNUAL MEETING, SAN FRANCISCO, CALIFORNIA. MARCH 23-26, 1970. New York: American Orthopsychiatric Association, 1970. 136 pp. 2.00

The AOA brings together psychiatrists, psychologists, social workers, anthropologists, educators, sociologists, nurses, and other professionals in a collaborative approach to the study and treatment of problems of human behavior. The 1970 annual meeting included, among other topics, workshops and panel discussions on "The Preschool Child," "Research Papers on Children and Adolescents," "Schools without Failure," "Careers in Child Care," and "Day Care Programs."

Frank, Lawrence K. "Play Is Valid." CHILDHOOD EDUCATION 45(1968): 433-40. (Reprint available from Association for Childhood Education International)

The author argues for the validity of play in human development. This is an effort to convince those who are indifferent or opposed to play and choose to focus the child's interest and activities on required learning and the development of academic competence.

THE FUNDAMENTAL LEARNING NEEDS OF TODAY'S YOUNG CHILDREN. Washington, D.C.: National Association for the Education of Young Children, 1970. 11 pp.

The contents of this report include "What Should Children Be Learning," "How to Program for Learning," "Staffing by People Who Know and Care," "Involvement and Responsibilities of Parents," and "The Setting."

Glass, David C., ed. ENVIRONMENTAL INFLUENCES: PROCEEDINGS OF A CONFERENCE UNDER THE AUSPICES OF RUSSELL SAGE FOUNDATION AND THE ROCKEFELLER UNIVERSITY. New York: Rockefeller University Press and Russell Sage Foundation, 1968. 304 pp.

This volume contains 15 papers delivered at a conference on environmental influences on behavior. Some of the topics are: nutritional deficiencies and mental development and functioning; effects of social deprivation on intellectual performance and social behavior among human and infrahuman species; and the influence of cultural deprivation on human cognitive development and organization.

Golin, Sanford. THE SELF-ESTEEM AND GOALS OF INDIGENT CHILDREN: PROGRESS REPORT. Pittsburgh: University of Pittsburgh, 1969. 8 pp. ERIC, .80

"The general goal of this project is to develop courses of study which will be effective in increasing the self esteem, goals, and related behavior of black children who attend black schools."

Goodman, Mary Ellen. RACE AWARENESS IN YOUNG CHILDREN. Rev. ed. New York: Collier Books, 1964. 351 pp. 1.50

Through studying four-year-old nursery school pupils in a large northeastern city, this book shows how children become aware of skin color and what they think and feel about it.

Gordon, Ira J. PARENT INVOLVEMENT IN COMPENSATORY EDUCATION. Urbana: University of Illinois Press, 1968. 87 pp. 2.50

The first chapter of this book presents a background of current thinking about the effects of the family on the intellectual and personal development of the child and the effects of culture upon the family's way of life and thus on the child. The second chapter describes university-based programs from which some

research data are available. The third chapter presents some of the programs and research findings which have their origins in legislation. In the final chapter, the writer reports on how the field looks to him and presents some suggestions and guidelines concerning where it needs to go.

Gordon, Ira J.; Bradshaw, Carol E.; Kwachka, Patricia B.; and Lally, J. Ronald. RELATIONSHIPS BETWEEN SELECTED FAMILY VARIABLES AND MATERNAL AND INFANT BEHAVIOR IN A DISADVANTAGED POPULATION. Gainesville: University of Florida, Institute for Development of Human Resources, 1969. 80 pp. 1.75

The objects of this project are to find out whether the use of disadvantaged women as educators of indigent mothers of infants and young children enhances the children's development and increases the mothers' competence and sense of personal worth. A third objective is to increase the knowledge of the home life of infants in this population.

Gray, Susan W. INTERVENTION WITH MOTHERS AND YOUNG CHILDREN: THE FOCAL ENDEAVOR OF A RESEARCH AND TRAINING PROGRAM. Nashville: George Peabody College for Teachers, n.d. 19 pp.

"This is a discussion of the research from our center relevant to Dr. James O. Miller's paper 'Cultural Deprivation and Its Modification -- Effects of Intervention.' Thus I shall present our research program as it bears on the modification of cultural deprivation through specially designed intervention programs."

Gray, Susan W. SELECTED LONGITUDINAL STUDIES OF COMPENSATORY EDUCATION -- A LOOK FROM THE INSIDE. Nashville: George Peabody College for Teachers, 1969. 13 pp. ERIC, .75

"This document, prepared for a symposium on preschool compensatory programs, makes preliminary comments on the difficulty of program assessment and tight experimental design on the necessity of in-depth involvement, and on the need for vigilance in maintaining an experimental condition."

Gross, Dorothy Weisman. "Equipping a Classroom for Young Children." YOUNG CHILDREN 24(1968):100-103

The author looks at the classroom in the light of the child's learning patterns. She gives specific examples of what the school should offer: different experiences in space, variations in light and color, experiences in sound, safe conditions for experimentation, and both sameness and variety in physical furnishings.

Grotberg, Edith H. REVIEW OF RESEARCH 1965 TO 1969. Washington, D.C.: Office of Economic Opportunity, Project Head Start, Research and Evaluation Office, 1969. 52 pp. Free

This review of research and demonstration projects includes only those projects supported by the Research and Evaluation Office. The categories are: sub-population characteristics; language, cognitive, intellectual, and achievement behavior; social-emotional behavior and self-concept; demonstration programs; teacher characteristics; parent participation; Head Start and the community; and follow-up.

Grotberg, Edith H., ed. CRITICAL ISSUES IN RESEARCH RELATED TO DISADVANTAGED CHILDREN. Princeton, New Jersey: Educational Testing Service, 1969. 467 pp.

The proceedings of six Head Start research seminars report on the following subjects: motivation, the teacher and classroom management, Head Start populations, health and nutrition in early childhood, intervention in family life, the teacher in intervention programs.

Hammer, Emanuel F. "Frustration-aggression Hypotheses Extended to Socio-racial Areas: Comparison of Negro and White Children's H-T-P's." PSYCHIATRIC QUARTERLY 27(1953):596-607

The free-hand drawings of House, Tree, and Person were used to tap the personality of Negro and white children. The study intended to compare the relative degrees of aggression in Negro and white children in order to provide research grounds for extending the frustration-aggression hypothesis to social and racial areas.

Hartup, Willard W., ed. THE YOUNG CHILD: REVIEWS OF RESEARCH. Washington, D.C.: National Association for the Education of Young Children, 1967. 302 pp. 3.75

This book contains 18 articles, each describing an area of current research on behavioral development in early childhood.

HEAD START EVALUATIONS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Children's Bureau 1970. 10 pp. Free

Brief descriptions are given of research and demonstration grants under the following topics: infant care, day care, youth, cognitive studies, social policy, Head Start evaluations, and other.

Hess, Robert D.; Shipman, Virginia C.; Brophy, Jere E.; and Bear, Roberta Meyer. THE COGNITIVE ENVIRONMENTS OF URBAN PRESCHOOL CHILDREN: SUMMARY OF THE COMPLETED PROJECT. Mimeographed. Chicago, 1969. 22 pp. Free

This study was designed to look for answers to the question of how poverty affects the ability to learn. It also attempted to understand the processes linking social and cultural environments to the emerging capabilities of young children. It is expected that an understanding of these processes will assist in planning effective intervention programs.

Hosley, Eleanor M. "The Long Day." YOUNG CHILDREN 20(1965):135-39

The author contends that the long day in a day care center "is undesirable from the point of view of everyone whose central concern is the child's well-being, particularly his mental and emotional well-being."

Hymes, James L., Jr. EARLY CHILDHOOD EDUCATION: AN INTRODUCTION TO THE PROFESSION. Washington, D.C.: National Association for the Education of Young Children, 1968. 48 pp. 1.25

Hymes describes Head Start as the "firecracker" which has most recently focused the country's attention on young children. He then looks at both older and newer programs and the different directions they have taken. He concludes citing ten problems which must be faced in the field of early childhood education.

INCREASING THE OPTIONS FOR WHOLESOME PEER LEVEL EXPERIENCES ACROSS RACIAL, CULTURAL, AND ECONOMIC LINES: HIGHLIGHTS OF THE EIGHTH NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY. Washington, D.C.: National Education Association, 1970. 8 pp. .50

Several studies have substantiated the view that racially isolated education has prevented both the minority child and the white middle-class child from seeing a relationship between the classroom and the realities of life. Based on this evidence, the Human Relations Council and speakers at this conference call for a community approach to overcome patterns of racial isolation in the schools.

Jeffers, Camille. THE LIVING POOR. Ann Arbor, Michigan: Ann Arbor Publishers, 1967. 118 pp. 2.50

"This is an account of how poor parents made and lived with harsh choices and established child rearing priorities in their own ways."

Katz, Lilian G. EARLY CHILDHOOD EDUCATION AS A DISCIPLINE. Urbana: University of Illinois, 1970. 15 pp. ERIC, .85

Eight parameters of early childhood education are proposed and explored in this paper: characteristics of clients, characteristics of teachers and assisting adults, curriculum, philosophical orientation and historical factors, parent power, administrative factors and sponsorship, length of program, and physical plant and climate.

Kohlberg, Lawrence. "Moral Education in the Schools: A Developmental View." THE SCHOOL REVIEW 74(1966):1-30

The author deals with some of the value issues involved in moral education, approaching these issues from the standpoint of research findings. He concludes that a developmental concept of moral education demands that the individual teacher achieve some clarity in his thinking about the aims and nature of moral development as well as understanding appropriate methods of moral communication with children at various developmental levels.

Kohler, Mary. "The Rights of Children -- An Unexplored Constituency." SOCIAL POLICY, March/April 1971, pp. 36-43

The rights of children, the author points out, must go beyond the increasing expansion of legal rights to include "the right to be born a wanted child, the right to be a child during childhood, and the right to grow in a society that respects the dignity of a life free of all forms of degradation."

Law, Norma; Moffitt, Mary; Moore, Eleanora; Overfield, Ruth; and Starks, Esther. BASIC PROPOSITIONS FOR EARLY CHILDHOOD EDUCATION. Washington, D.C.: Association for Childhood Educational International, 1966. 12 pp. .25

Some hazards of educational programs for very young children are pointed out and the need for a proper balance of "structure and self-initiated activity for early learning" is stressed.

LEARNING CENTERS: CHILDREN ON THEIR OWN. Washington, D.C.: Association for Childhood Education International, 1970. 84 pp. 2.00

This is a compilation of articles emphasizing the need for and activities of individualized and self-initiated work for young children.

Lipton, Aaron. "Classroom Grouping and Integration." INTEGRATED EDUCATION 2(1964):49-54

In a community where an integrated process in the educational life of the children and teachers had only evolved in the last three years, certain grouping patterns emerged to support this

process. There were four basic factors considered in the formation of groups and subgroups: the community as it is reflected in the school, the purpose of instruction, a climate for learning, and how and what children learn.

Litman, Frances. ENVIRONMENT INFLUENCES ON THE DEVELOPMENT OF ABILITIES. Cambridge, Massachusetts: Harvard University, 1969. 11 pp. ERIC, .65

Thirty children, aged 12 months to 35 months, from a wide range of socioeconomic background, were observed to identify factors that affect the development of their abilities. Observers viewed three aspects of the infants' environment: "Human" (family and peers), "Static Physical" (home and neighborhood), and "Range of Experience" (situations and activities in child's regular life pattern).

Loeffler, Margaret Howard. THE PREPARED ENVIRONMENT AND ITS RELATIONSHIP TO LEARNING. Oklahoma City: Casady School, 1967. 32 pp. Free

This book examines some current thinking on early learning and attempts to project the implications of this thinking into the design of a unique learning facility that would offer a supportive and stimulating environment for young children two to six years of age, providing for their individual needs and differences.

Miller, James O. REVIEW OF SELECTED INTERVENTION RESEARCH WITH YOUNG CHILDREN. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1969. 24 pp. ERIC, 1.30

This review of intervention research represents what the author believes to be landmark studies or examples of crucial problems in the field. Both short-range and long-term intervention studies are included.

MODEL PROGRAMS CHILDHOOD EDUCATION: BEHAVIOR ANALYSIS MODEL OF A FOLLOW THROUGH PROGRAM, ORAIBI, ARIZONA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 19 pp. .20

The Hopi tribal council selected the behavior analysis approach to Follow Through and extended the model to Head Start classes as well. The key concept of this approach is the positive reinforcement of desired behavior as identified in specific learning objectives.

MODEL PROGRAMS CHILDHOOD EDUCATION: BEHAVIOR PRINCIPLES STRUCTURAL MODEL OF A FOLLOW THROUGH PROGRAM, DAYTON, OHIO. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 11 pp. .15

The Engelmann-Becker approach employed in this Follow Through program uses programmed materials and continuing teacher reinforcement.

MODEL PROGRAMS CHILDHOOD EDUCATION: CENTER FOR EARLY DEVELOPMENT AND EDUCATION, LITTLE ROCK, ARKANSAS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 18 pp. .20

This combined education and day care project serves children from six months to twelve years. The program also includes a teacher-training program, a research program in child development, a training center for child care aides, and a variety of supportive family services.

MODEL PROGRAMS CHILDHOOD EDUCATION: CORRECTIVE READING PROGRAM, WICHITA, KANSAS. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .20

This program is designed to improve the reading level, vocabulary, comprehension, and self-concept of disadvantaged youth in the public schools.

MODEL PROGRAMS CHILDHOOD EDUCATION: RESPONSIVE ENVIRONMENT MODEL OF A FOLLOW THROUGH PROGRAM, GOLDSBORO, NORTH CAROLINA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 19 pp. .20

In the responsive environment model for this Follow Through program, the entire classroom environment is designed to respond to the children rather than requiring them to respond to adult directions.

Morland, J. Kenneth. "Racial Recognition by Nursery School Children in Lynchburg, Virginia." SOCIAL FORCES 37(1958):132-37

"This paper deals with the relationship of age, sex, race, and family status to the ability of nursery school children to recognize Negroes and whites. It is an analysis of a part of the data from research on race awareness conducted in the racially segregated city of Lynchburg, Virginia."

Murphy, Lois Barclay. "Children under Three ... Finding Ways to Stimulate Development." CHILDREN 16(1969):46-52

The author has pointed out the shortcomings of many programs for young children which she feels were too narrowly based. She lists seven basic areas which must be considered in evaluating child care programs.

Nimnicht, Glen P. OVERVIEW OF A RESPONSIVE PROGRAM FOR YOUNG CHILDREN. Berkeley, California: Far West Laboratory for Educational Research and Development, 1971. 26 pp. Free

The Education Beginning at Age Three program is described in this report. The major objectives of the program are to help children develop a healthy self-concept as it relates to learning in the school and the home, and to develop their intellectual ability. The long range goal is to develop a model responsive educational system that will serve at least 90% of the children from age three to at least age nine. Included is an outline of an in-service workshop to train teachers for the program.

Nye, F. Ivan, and Hoffman, Lois Wladis. THE EMPLOYED MOTHER IN AMERICA. Chicago: Rand McNally, 1963. 406 pp. 10.95

This book attempts to bring together a comprehensive body of research findings on the massive movement of mothers into paid employment. It reveals much that is new about child development and family relationships.

"OPEN DOOR": NEW YORK CITY. New York: Center for Urban Education, 1970. 48 pp. 1.50

Open Door is a program which seeks to set up a flexible and intimate learning environment within the large urban school, to provide greater continuity between grade levels, and to enrich the curriculum so that children have a chance to relate to more things and people. It is built on some of the same theories as the British infant school.

PARENT AND CHILD CENTERS: A GUIDE FOR THE DEVELOPMENT OF PARENT AND CHILD CENTERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, n.d. 103 pp.

This guidebook was prepared to assist communities which are beginning to plan programs to provide a wide range of benefits to serve parents and children.

Pedersen, Eigil, and Barrados, M. SOCIAL CLASS, ROLE MODELS, SIGNIFICANT OTHERS, AND THE LEVEL OF EDUCATIONAL ASPIRATION. Ottawa: Canadian Council for Research in Education, 1968. 14 pp. ERIC, .80

"The low level of achievement motivation in lower-class adolescents and the higher incidence of dropouts are seen to be related not only to economic impoverishment but to a lack of achievement-oriented role models among significant others frequently encountered by such children."

Pfluger, Luther W., and Zola, Jessie M. "A Room Planned by Children."
YOUNG CHILDREN 24(1969):337-41

Preschool children were allowed to arrange their classroom as they pleased; results showed that they were more content with the room because they had participated in its structure.

Porter, Judith D.R. BLACK CHILD, WHITE CHILD: THE DEVELOPMENT OF RACIAL ATTITUDES. Cambridge, Massachusetts: Harvard University Press, 1971. 278 pp. 8.95

Four-hundred black and white children aged three to five years were studied in regard to preschool racial awareness and identity. The author concludes that quality integrated environments for preschool children may counteract the negative example of society. She makes specific recommendations for the creation of such quality integrated nursery schools.

Prescott, Elizabeth; Jones, Elizabeth; and Kritchevsky, Sybil. GROUP DAY CARE AS A CHILD-REARING ENVIRONMENT: AN OBSERVATIONAL STUDY OF DAY CARE PROGRAM. Pasadena, California: Pacific Oaks College, 1967. 453 pp. ERIC, 22.75

"The purpose of this study was to describe fully day care programs, to find factors predictive of differences in programs, and to evaluate the effectiveness of day care centers."

Prichard, Paul N. THE EFFECTS OF DESEGREGATION ON STUDENT SUCCESS IN THE CHAPEL HILL CITY SCHOOLS. Chapel Hill: University of North Carolina, 1969. 8 pp. ERIC, .50

This paper gauges the effect of the complete desegregation of Chapel Hill schools on its fifth, seventh, and ninth grade students.

Pringle, M.L. Kellmer, ed. CARING FOR CHILDREN: A SYMPOSIUM ON COOPERATION IN CHILD CARE. New York: Humanities Press, 1969. 138 pp. 3.50

The National Bureau of Cooperation in Child Care was established in England as a communication center to collect and disseminate all relevant available knowledge about the care of children, and to promote research. The Conference on Caring for Children examined the advantages and shortcomings of traditional concepts in child care, suggested principles which should govern cooperation, and pointed to the hindrances which experience shows must be swept away if closer cooperation is to be achieved. It also discusses how these principles can be related to the needs of special groups, such as immigrant mothers, emotionally disturbed children, and those suffering from multiple handicaps.

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970.

These booklets describe various types of programs that are in operation, those that seem to be effective, and those that contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian region.

PROJECTS FUNDED UNDER THE CHILD WELFARE RESEARCH AND DEMONSTRATION GRANTS PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, 1970. 17 pp. Free

Projects are divided into three groups: SRS active grants, OCD active grants, and grants completed as of 30 June 1970. Information given includes project title grantee, project director, and estimated or actual ending date.

RACIAL ISOLATION IN THE PUBLIC SCHOOLS: A REPORT OF THE U.S. COMMISSION ON CIVIL RIGHTS. Washington, D.C.: U.S. Commission on Civil Rights, 1967. 276 pp. 1.25

This inquiry has been limited to school segregation resulting from circumstances other than legal compulsion and gives priority to cities and metropolitan areas. The four general subject areas include: the extent of racial isolation in the public schools and the disparity in educational achievement between white and Negro school children; the factors that contribute to intensifying and perpetuating school segregation; the outcomes of racially isolated education; the impact of racial isolation on the attitudes and interracial associations of Negroes and whites; and the various programs that have been proposed or put into operation for remedying educational disadvantage and relieving racial isolation in the schools.

Reichenberg-Hackett, Wally. "Practices, Attitudes, and Values in Nursery Group Education." PSYCHOLOGICAL REPORTS 10(1962):151-72

This report concerns a systematic investigation of the practices of nursery teachers and their attitudes as expressed in their actions. It is intended as a pilot study for similar investigations in different American subcultures, as well as abroad, to assist in clarifying similarities and differences in the education of the preschool child in different cultural settings.

REPORT TO THE PRESIDENT: WHITE HOUSE CONFERENCE ON CHILDREN. Washington, D.C.: White House Conference on Children 1970, 1971. 451 pp. 4.75

This document contains the reports of the 25 forums at the 1970 White House Conference on Children. Included in the forum reports are recommendations, lists of references, and names of forum members.

Rice, Robert R. "The Effects of Project Head Start and Differential Housing Environments upon Child Development." FAMILY COORDINATOR 18 (1969):32-38

Through the Head Start program, the development of children from different housing environments was examined, as well as the influence of various combinations of housing environments with both participation and non-participation of disadvantaged children in Head Start.

Roessel, Robert A., Jr. "The Right to Be Wrong and the Right to Be Right." JOURNAL OF AMERICAN INDIAN EDUCATION 7(1968):1-6

The author encourages the participation of indigenous people because the importance of their contribution outweighs errors caused by lack of education or experience. At Rough Rock Navaho Demonstration School, education has been "given back to the Indians," resulting in two distinguishing features -- local control and cultural identification.

Schreiber, Daniel, ed. PROFILE OF THE SCHOOL DROPOUT. New York: Vintage Books, 1967. 393 pp. 1.95

Described as "a reader on America's major educational problem," this book contains ideological statements, statistics, social and historical factors, present and future programs, guidance aspects, and early childhood education articles. The latter are by Martin Deutsch, Bruno Bettelheim, and Robert D. Hess.

Senn, Milton J.E. "Early Childhood Education: For What Goals?" CHILDREN 16(1969):8-13

The author has dealt primarily with the need for proper timing and stimulation in caring for young children. He also stresses the need to foster children's creativity and individuality rather than emphasizing learning more and developing various skills. Too often emphasis has been on measuring cognitive development or other learning through IQ scores. Thus, he sees the goal for childhood education as the enhancement of all those factors that foster the appropriate development of all parts of a child.

Shure, Myrna Beth. "Psychological Ecology of a Nursery School."
CHILD DEVELOPMENT 24(1963):979-92

Psychological ecology is the systematic investigation of physical-environmental influences on the behavior of individuals and groups. This study investigates the influence of some of these factors on the spontaneous behavior of preschool children.

Stoll, Clarice S., and McPartland, James. INFERIORITY, EFFICACY AND RACE. Baltimore, Maryland: Johns Hopkins University, 1969. 26 pp. ERIC, 1.40

"Racial, sex, and family background differences of ninth- and twelfth-grade students in feelings of individual control over environment were analyzed from the data of the Coleman Report."

Stolz, Lois Meek. "Effects of Maternal Employment on Children: Evidence from Research." CHILD DEVELOPMENT 31(1960):749-82

The author investigated published research for the effects of maternal employment on delinquency, adjustment of adolescents, adjustment of children in school, development and adjustment of preschool children, infant development, and perceptions and attitudes of children.

Suchman, Edward A.; Brodie, Donald Q.; Richmond, David M.H.; Kaufman, Barry L.; Elliott, David H.; and Elliott, Jean L. THE RELATIONSHIP BETWEEN POVERTY AND EDUCATIONAL DEPRIVATION. Pittsburgh: University of Pittsburgh, 1968. 1201 pp. ERIC, 60.15

The relationship of low-income status to educational aspirations and plans was investigated with a questionnaire survey of 6,455 high school students and 400 teachers in the Pittsburgh metropolitan area. The results of this study are included in five doctoral dissertations included herein.

SURVEY OF ATTITUDES IN DESEGREGATED SCHOOL DISTRICTS, SPRING, 1969. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, 1969. 17 pp. ERIC, .95

This report is a survey of attitudes on desegregation conducted by the Southeastern Regional Office for Civil Rights, HEW in 1969. It was undertaken to help civil rights staff better understand the integration process.

Trubowitz, Julius. CHANGING THE RACIAL ATTITUDES OF CHILDREN: THE EFFECTS OF AN ACTIVITY GROUP PROGRAM IN NEW YORK CITY SCHOOLS. New York: Praeger, 1969. 228 pp. 12.50

"The purpose of this book is to describe and evaluate an experiment to overcome the fear and misunderstanding between races. The aim of the experiment was to change the racial attitudes of Negro and white children. The study tested the effectiveness of interracial contact in certain school activities in inducing positive changes in the racial attitudes of children from selected elementary schools in New York City."

Vaughan, Victor C. III, ed. ISSUES IN HUMAN DEVELOPMENT: AN INVENTORY OF PROBLEMS, UNFINISHED BUSINESS AND DIRECTIONS FOR RESEARCH. BASED ON A SYMPOSIUM SPONSORED BY TEMPLE UNIVERSITY, ST. CHRISTOPHER'S HOSPITAL FOR CHILDREN, AND THE NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, n.d. 1.75

Papers presented at the symposium are collected here with extracts from the discussions. Issues include early environmental influences on human development, physical growth and development, socialization, cognition and learning, adolescence, urban environment, and the impacts of institutions, economics, and the law upon human development.

Weber, Evelyn. EARLY CHILDHOOD EDUCATION: PERSPECTIVES ON CHANGE. Worthington, Ohio: Charles A. Jones Publishing Company, 1970. 202 pp. 7.50

Innovative teaching procedures for young children from infancy to age eight or nine are reviewed. The book has sections on general trends in early childhood education; forces propelling change; and programs for infants and toddlers, for children from two to five, and for children in the primary grades.

Weber, James Patrick. SELECTED CHARACTERISTICS OF THE CHILD'S SOCIAL ENVIRONMENT AND THE RELATIONSHIP OF THESE CHARACTERISTICS TO SUBSEQUENT MEASURES IN HEAD START CLASSES. Ph.D. dissertation, Michigan State University, 1968. 207 pp.

"This study sought to examine the relationships between the social environment of the child as it existed during the four years previous to entrance into Head Start and the measures taken on the child's behavior shortly after entrance into Head Start classes."

Wilson, Alan B. THE CONSEQUENCES OF SEGREGATION: ACADEMIC ACHIEVEMENT IN A NORTHERN COMMUNITY. Berkeley: University of California, 1969. 99 pp. ERIC, 5.05

Neighborhoods and schools, primary school variation in cognitive development, father absence and school achievement, neighborhood and school segregation, later effects of school segregation, self-concept, aspirations, and behavioral deviance are discussed in this report.

Witmer, Helen L., and Gershenson, Charles P. ON REARING INFANTS AND YOUNG CHILDREN IN INSTITUTIONS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1967. 90 pp. .50

The purpose of the conference reported here was to consider whether child care institutions can be designed, staffed, and operated in such a way that they can adequately meet the developmental needs of infants and young children.

Wolff, Max. "Is the Bridge Completed?" CHILDHOOD EDUCATION 44(1967): 12-15

Wolff has described the world of the ghetto child as being lived on two sides of a river--one side is his home and entire culture, the other is the prevailing middle-class society. He says that the school must be the bridge that unites the two and that Head Start has made a sincere effort in this direction. However, Wolff sees continued public schooling as destroying Head Start's bridge and not erecting any new ones.

Woods, Margaret S. THINKING, FEELING, EXPERIENCING: TOWARD REALIZATION OF FULL POTENTIAL. Washington, D.C.: National Education Association, 1962. 40 pp. .75

This publication is designed to help teachers in guiding children to creativity through thinking, feeling, and experiencing.

Yarrow, Leon J. "Maternal Deprivation: Toward an Empirical and Conceptual Re-evaluation." PSYCHOLOGICAL BULLETIN 58(1961):459-90

"The chief effort of this review is directed toward sorting out the varied antecedent conditions of maternal care described in the literature, and relating these empirical conditions to some major theoretical concepts. Through this kind of analysis, it is hoped to facilitate the formulation of more explicit hypotheses on the relationship between specific aspects of early life experiences and later development."

B. PHYSICAL

BIBLIOGRAPHY ON THE BATTERED CHILD. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969. 22 pp. Free

A bibliography containing articles, books, reports, theses, dissertations, and research studies on the subject of child abuse.

Birch, Herbert G., and Gussow, Joan Dye. DISADVANTAGED CHILDREN: HEALTH, NUTRITION, AND SCHOOL FAILURE. New York: Harcourt, 1970. 332 pp. 7.50

"This is a book about poor health and school failure and what they have to do with each other." Extensive references are given.

Carter, James; Gilmer, Barbara; Vanderzwaag, Roger; and Massey, Katherine. HEALTH AND NUTRITION IN DISADVANTAGED CHILDREN AND THEIR RELATIONSHIP WITH INTELLECTUAL DEVELOPMENT. Nashville: George Peabody College for Teachers and Vanderbilt University School of Medicine, 1970. 67 pp. Free

This study is mostly descriptive, with special emphasis on the nutritional status of the children involved. Some attempt has been made to relate the various aspects of physical status to intellectual adequacy.

CHILD HEALTH AND HUMAN DEVELOPMENT: PROGRESS 1963-1970. Washington, D.C.: National Institute of Child Health and Human Development, 1970. 60 pp. 1.00

Some of the more significant findings of scientists working within, or supported by, the National Institute of Child Health and Human Development are presented in this report.

Dittman, Laura L. CHILDREN IN DAY CARE: WITH FOCUS ON HEALTH. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1967. 120 pp. .50

Principles of health and components of a health program in a day care setting are outlined. There are sections dealing with groups with special problems. A bibliography is at the end of each chapter.

Doherty, Neville. RURALITY, POVERTY, AND HEALTH: MEDICAL PROBLEMS IN RURAL AREAS. Washington, D.C.: U.S. Department of Agriculture, Economic Research Service, 1970. 10 pp. .15

The intensity of the rural health problem is described in this report and proposals are advanced to solve this national health problem.

FOOD FOR CHILDREN. Washington, D.C.: U.S. Department of Agriculture, 1970. Unpaged. Free

The USDA's special food program for children is described.

Furuno, Setsu, and Connor, Angie. USE OF NON-PROFESSIONAL PERSONNEL FOR HEALTH SCREENING OF HEAD START CHILDREN. Honolulu: University of Hawaii, 1970. 22 pp. Free

This study was conducted in 1967 to investigate the extent to which non-professional personnel could effectively screen Head Start children for detection of physical, developmental, and intellectual problems.

HEALTH NEEDS AND HEALTH CARE FOR CHILDREN IN DAY CARE. Chapel Hill: University of North Carolina, Child Development Research Institute, Frank Porter Graham Child Development Center, 1969. 120 pp. Free

This is a complete description of the Frank Porter Graham Development Center, including its comprehensive services and its research program.

THE HEALTH OF CHILDREN - 1970: SELECTED DATA FROM THE NATIONAL CENTER FOR HEALTH STATISTICS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Health Administration, National Center for Health Statistics, 1971. 47 pp. .50

Four divisions of the National Center for Health Statistics provided data for this "sketch of the health of children."

INNER-CITY NEGRO YOUTH IN A JOB TRAINING PROJECT: A STUDY OF FACTORS RELATED TO ATTRITION AND JOB SUCCESS. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1968. 146 pp.

A study of the backgrounds and motivations of the trainees enrolled in the first year of the Chicago JOBS Project (1963-64) shows the relationship between these factors and trainee "success".

Kosciulek, Edward J., and Coyne, Martin. CHILD ABUSE IN HENNEPIN COUNTY. Minneapolis, Minnesota: Hennepin County Welfare Department, 1971. 30 pp. Free

This report on child abuse includes facts, figures, and commentaries about child abuse in 1969 and 1970. The authors stress the point that the child abuser needs help as much as the abused child needs protection from further danger.

North, A. Frederick, Jr. "Project Head Start: Its Implications for School Health." AMERICAN JOURNAL OF PUBLIC HEALTH 60(1970):698-703

The author believes that the relative success of Head Start can provide a strong impetus to change in school health programs. He elaborates on the seven areas in which he sees the experience of Head Start having major implications for school health.

NUTRITION AND INTELLECTUAL GROWTH IN CHILDREN. Washington, D.C.: Association for Childhood Education International, 1969. 64 pp. 1.25

These articles describe the desperate hunger that exists among many children in the United States today and the effects of nutrition on learning. Suggestions are made for ways to remedy the hunger problem.

Peters, Ann DeHuff. "Day Care--A Summary Report." AMERICAN JOURNAL OF PUBLIC HEALTH 54(1964):1905-12

A study of the activities in day care for children by state health departments showed wide variations. A prominent finding was that health departments have played a minimal part in developing day care programs. Reasons behind this situation are discussed and recommendations for action on the part of health agencies are made.

THE PRESCHOOL CHILD WHO IS BLIND. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Children's Bureau, 1968. 22 pp. .20

This guide for parents offers numerous suggestions for helping the blind preschooler toward independence and a normal life.

PROJECT HEAD START HEALTH SERVICES: A GUIDE FOR PROJECT DIRECTORS AND HEALTH PERSONNEL. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967. 73 pp. Free

This guide gives the rationale for the Head Start health program and a detailed description of the requirements and procedures of administration -- financial, medical, record keeping, and so forth.

PROJECT HEAD START NUTRITION: BETTER EATING FOR A HEAD START. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969. 12 pp. Free

This pamphlet discusses good nutritional habits and the mechanics of providing Head Start meals, as well as the emotional and social meaning of food and mealtime.

Read, Merrill S. "Malnutrition." OUTLOOK, May 1970, pp. 10-13

The National Nutrition Survey, begun in 1968 by HEW, is the first comprehensive effort to assess the nutritional status of the U.S. population. This and other surveys found that people in poverty areas have deficiencies in many nutrients with resulting diseases. Studies are cited that found severely malnourished pregnant women deprived the fetus of nutrients necessary for normal cell growth. There were similar findings for malnourished infants. Evidence strongly supports the conclusion that early severe malnutrition is associated with intellectual impairment.

Swanson, Patricia. HEALTH CARE AND EDUCATION: A GUIDE FOR THE MIGRANT SCHOOL NURSE. St. Paul, Minnesota: Migrants Incorporated, 1969. 74 pp.

Suggestions are made for organizing and carrying out the health program of Migrants Incorporated.

White, Burton L. AN EXPERIMENTAL APPROACH TO THE EFFECTS OF EXPERIENCE ON EARLY HUMAN BEHAVIOR. Cambridge, Massachusetts: Harvard University, Laboratory of Human Development, 1966. 38 pp. ERIC, 1.52

"Several studies on sensory-motor functions in infants were reported. Day-to-day observations were made of institutionalized infants in an attempt to collect baseline data on adaptive abilities in children."

White, Burton L. INFORMAL EDUCATION DURING THE FIRST MONTHS OF LIFE. Cambridge, Massachusetts: Harvard University, 1966. 14 pp. ERIC, .80

"The purpose of this study was to see if a change in environment affected the rate of sensory-motor development in infants."

C. SOCIAL-EMOTIONAL

Aldous, Joan. "Children's Perceptions of Adult Roles as Affected by Class, Father-Absence and Race." DARCEE PAPERS AND REPORTS, vol. 3, no. 4. Nashville: George Peabody College for Teachers, 1969. 24 pp. Free

This study reviews some of the literature on children's perceptions of adult roles and then attempts to discover if pre-school children whose fathers have been absent for at least a year do have a lesser knowledge of adult sex roles.

Bettelheim, Bruno. THE CHILDREN OF THE DREAM. New York: Macmillan, 1969. 363 pp. 4.75

The author studies child rearing in the Israeli kibbutz through observation in a representative kibbutz, visits to several others, and interviews with a wide variety of people.

Bronfenbrenner, Urie. "The Split-Level American Family." SATURDAY REVIEW, 7 October 1967, pp. 60-66

The life of the American family has changed; although it still has the primary moral and legal responsibility for rearing its children, de facto responsibility has shifted to other settings in the society. The peer group and television exert significant influences on the child's life and development.

Caldwell, Bettye M.; Wright, Charlene M.; Honig, Alice S.; and Tannenbaum, Jordan. INFANT DAY CARE AND ATTACHMENT. Syracuse, New York: Syracuse University, Children's Center, 1969. 30 pp. ERIC, 1.60

"In a longitudinal study, a group of 41 children from lower class families were examined for differences in child-mother and mother-child attachment patterns at 30 months of age....It was concluded that infant day care programs can contribute positively to the cognitive, social, and emotional development of the child without harming the child's emotional attachment to the mother."

Campbell, John D. "Peer Relations in Childhood." In REVIEW OF CHILD DEVELOPMENT RESEARCH, edited by Martin L. Hoffman and Lois Wladis Hoffman, pp. 289-322. New York: Russell Sage Foundation, 1964. 9.50

This discussion focuses on research primarily concerned with the peer culture of childhood. It centers on the elementary school-age child's relations with other children of approximately the same age and general development.

Cook, Keith E. DIFFERENCES BETWEEN SELF-CONCEPTS OF DISADVANTAGED AND NON-DISADVANTAGED HIGH SCHOOL STUDENTS WITHIN CERTAIN TYPES OF RURAL AND URBAN COMMUNITIES. Orono: University of Maine, 1969. 294 pp. ERIC, 14.80

Three-hundred-seventy-three students from different types of Maine communities were categorized as "disadvantaged" or "non-disadvantaged". The disadvantaged felt less adequate in social interaction than did the non-disadvantaged, but on seven other aspects of self concept no class differences existed.

Davidson, Helen H., and Lang, Gerhard. "Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement and Behavior." JOURNAL OF EXPERIMENTAL EDUCATION 29(1960): 107-18

The purpose of this study was to relate children's perception of their teachers' feelings toward them to self-perception, academic achievement, and classroom behavior. A checklist of trait names, consisting of 35 descriptive terms, was administered to 89 boys and 114 girls in grades 4, 5, and 6 in a New York City public school. The children were rated by their teachers for achievement and on a number of behavioral characteristics.

DAY CARE: A PREVENTIVE SERVICE. THREE PAPERS REPRINTED FROM "CHILD WELFARE." New York: Child Welfare League of America, 1968. 16 pp. .65

Day care is discussed as a service for families with mothers working at home, as a therapeutic service to preschool children, and as a potential preventive service. The function of the caseworker in day care centers is also written about.

Denmark, Florence L.; Guttentag, Marcia; and Riley, Robert. COMMUNICATION PATTERNS IN INTEGRATED CLASSROOMS AND PRE-INTEGRATION SUBJECT VARIABLES AS THEY AFFECT THE ACADEMIC ACHIEVEMENT AND SELF CONCEPT OF PREVIOUSLY SEGREGATED CHILDREN. New York: Hunter College of the City University of New York, 1967. 55 pp. ERIC, 2.28

This research project was conducted to determine the effects of one year of school integration on 87 lower-class Negro elementary school students in a suburban New York community.

Dittmann, Laura L. A STUDY OF SOCIAL INTERACTION BETWEEN INFANT AND CARETAKER IN TWO TYPES OF DAY CARE SETTINGS. Ph.D. dissertation, University of Maryland, 1967. 145 pp.

Social interaction between babies and their caretakers in family or center-care setting was compared with that between babies and their mothers.

Dyson, Ernest. "A Study of Ability Grouping and the Self-Concept." JOURNAL OF EDUCATIONAL RESEARCH 60(1967):403-05

This study investigated the relationships between acceptance of self, academic self-concept, and two procedures used to group seventh-grade students for instruction.

Foss, B.M., ed. DETERMINANTS OF INFANT BEHAVIOR IV: BASED ON THE PROCEEDINGS OF THE FOURTH TAVISTOCK STUDY GROUP ON MOTHER-INFANT INTERACTION HELD AT THE HOUSE OF THE CIBA FOUNDATION, LONDON, SEPTEMBER 1965. London: Methuen, 1969. 304 pp. 11.25

Reports of individual studies and surveys of research make up this fourth and last volume of a series which began in 1961. The first part, on animal behavior, consists of a wide range of studies of infant and parent behavior. The second part, on human behavior, includes a study of crying, a study of "thalidomide babies," and several studies of babies' reactions to strangers.

Golin, Sanford. THE SELF-ESTEEM AND GOALS OF INDIGENT CHILDREN: PROGRESS REPORT. Pittsburgh: University of Pittsburgh, 1969. 8 pp. ERIC, .80

"The general goal of this project is to develop courses of study which will be effective in increasing the self esteem, goals, and related behavior of black children who attended black schools."

Gordon Ira J. CHILDREN'S VIEWS OF THEMSELVES. Washington, D.C.: Association for Childhood Education International, 1959. 36 pp. .75

Gordon's study presents the role of the self-concept in behavior, the influences which form the self-concept, and how adults can estimate children's self-concepts and then help them.

Gump, Paul, and Sutton-Smith, Brian. "Therapeutic Play Techniques: Symposium, 1954. 7. Activity-Setting and Social Interaction: A Field Study." AMERICAN JOURNAL OF ORTHOPSYCHIATRY 25(1955):755-60

The general hypothesis that activities have a reality and a behavior-influencing power in themselves is the basis for the question posed by this study: How do activities limit, provoke, or coerce the expression of children's needs and problems?

Handler, Ellen O. PRESCHOOLS AND THEIR GRADUATES. Ph.D. dissertation, University of Illinois, 1970. 205 pp. ERIC, 10.75

"This exploratory study clarifies the goals and functions of long day and short day preschools, as related to the requirements of the client groups being served, and analyzes their effects on children's socialization and elementary school achievement."

Hess, Robert D., ed. **EARLY EDUCATION: CURRENT THEORY, RESEARCH, AND ACTION.** Chicago: Aldine, 1968. 272 pp. 6.95

This book is an outgrowth of the 1966 Social Science Research Council Conference on Preschool Education. The contributors -- psychologists, child development researchers, and educators -- address themselves to early learning as an important means of socialization in our society.

Hess, Robert D.; Kramer, Richard; Slaughter, Diana; Torney, Judith; Berry, Carla; and Hull, Ethel. **TECHNIQUES FOR ASSESSING COGNITIVE AND SOCIAL ABILITIES OF CHILDREN AND PARENTS IN PROJECT HEAD START.** Chicago: University of Chicago, 1966. 139 pp. ERIC, 5.64

Extensive testing of preschool pupils at four Head Start centers in Chicago was conducted in order to develop and evaluate measuring instruments for assessing the cognitive capacities of disadvantaged children.

Joint Commission on Mental Health of Children. **CRISIS IN CHILD MENTAL HEALTH: CHALLENGE FOR THE 1970's.** New York: Harper and Row, 1969. 578 pp. 10.00

This report provides evidence of the inadequacy of services and programs -- diagnostic, therapeutic, and preventive -- to foster mental health for the children of the United States. The commission has attempted to analyze the needs of children, to designate responsibilities, and to recommend programs.

Lamb, Howard E.; Ziller, Robert C.; and Maloney, Alan W. **THE DEVELOPMENT OF SELF-OTHER RELATIONSHIPS DURING PROJECT HEAD START.** Newark: University of Delaware, 1965. 178 pp. ERIC, 17.80

The objective of this study was to investigate whether Project Head Start would produce positive changes in self and self-other relationships, and as a means of differentiating program effectiveness, to investigate the relationship between certain characteristics of Head Start teachers and self and self-other changes in their students.

MODEL PROGRAMS CHILDHOOD EDUCATION: DUBNOFF SCHOOL FOR EDUCATIONAL THERAPY, NORTH HOLLYWOOD, CALIFORNIA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 18 pp. .20

Students in this school suffer from emotional problems, perceptual problems, specific learning disabilities, minimal brain dysfunction, hyperactivity, or autism. An increased emphasis has been placed on helping children under five years, and the nursery school has thirty students.

MODEL PROGRAMS CHILDHOOD EDUCATION: THE MICRO-SOCIAL PRESCHOOL LEARNING SYSTEM, VINELAND, NEW JERSEY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 27 pp. .25

This preschool program emphasizes training in language and behavioral skill development rather than mere day care. One of the assumptions of this learning system is the "life simulation assumption," that is, the classroom is perceived as a simulator for the development of transferable responses to the home, community, and next life state.

Neugarten, Bernice L. "Social Class and Friendship among School Children." AMERICAN JOURNAL OF SOCIOLOGY 51(1945-46):305-13

"Friendship status and reputation of school children in a typical middle-western community are found to parallel social class position."

Purkey, William W., and Graves, William. SELF-PERCEPTIONS OF STUDENTS ENROLLED IN AN EXPERIMENTAL ELEMENTARY SCHOOL. Gainesville: University of Florida, 1970. 8 pp. .50

This study explored the impact of an innovative, completely ungraded elementary school on the professed self-esteem of students in that school. Verification for the following hypotheses was made: Students enrolled in the experimental school will evidence greater self-esteem than students enrolled in the comparison school, and as grade level increases, so will measured differences in self-esteem between the two groups of students.

Soares, Anthony T., and Soares, Louise M. DIFFERENCES IN SELF-PERCEPTION OF DISADVANTAGED STUDENTS. Minneapolis: American Educational Research Association, 1970. 8 pp. ERIC, .50

"The study tests two hypotheses: (1) disadvantaged children have significantly higher self-perception than advantaged children at both the elementary and secondary levels, and (2) disadvantaged and advantaged elementary school children have significantly higher self-perceptions than disadvantaged and advantaged high-school students."

Walberg, Herbert J. "Class Size and the Social Environment of Learning." HUMAN RELATIONS 22(1969):465-75

Studies of size and characteristics of small groups and organizations, and of class size and educational achievement are reviewed. The author tested some hypotheses about class size and social climate of learning in a national sample of 149 high school physics classes.

Wertham, Fredric. "Psychological Effects of School Segregation."
AMERICAN JOURNAL OF PSYCHOTHERAPY 6(1952):94-103

Two lawsuits were brought by a group of children, represented by their parents, against the State of Delaware to contest the statute excluding Negro children from the ordinary primary and secondary schools. For the first time in such a case, there was clinical psychiatric testimony as investigators asked the question: Is school segregation injurious to the mental health of children and does it constitute a public health problem?

Westman, Jack C.; Rice, Dale L.; Bermann, Eric. "Nursery School Behavior and Later School Adjustment." AMERICAN JOURNAL OF ORTHOPSYCHIATRY 37(1967):389-94

This study is addressed to the question of whether or not children who later show signs of maladjustment can be identified during the nursery school years by making simple clinical judgments about their behavior.

Williams, Thelma M. OPINIONS, ATTITUDES AND PERCEPTIONS OF PARENTS OF CHILDREN IN SPECIAL CLASSES FOR THE SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED IN NEW YORK CITY PUBLIC SCHOOLS. New York: Center for Urban Education, 1969. 101 pp. Free

"This study of one special group of New York City parents, parents of children who were having problems in normal adjustment to school, indicates that there is a disparity between the official system-wide school policy in New York City for parent involvement and the implementation of this policy on the local school level. The study offers the specifics of a program to develop realistic home-school cooperation for effective education."

D. COGNITIVE

AMERICAN JOURNAL OF ORTHOPSYCHIATRY 49(1970):197-364. 3.00

Orthopsychiatry as a term was developed to project the idea of multidisciplinary treatment before the patient's problems become acute. This volume presents a digest of the papers presented at the 1970 annual meeting of the American Orthopsychiatric Association. Of particular interest are the sections on children, school mental health, and paraprofessionals.

Anastasi, Anne. "Intelligence and Family Size." PSYCHOLOGICAL BULLETIN 53(1956):187-209

Careful analysis of the relationship between intellectual level and family size has revealed that it is far more complex -- both methodologically and theoretically -- than was originally supposed.

Baldwin, Thelma; McFarlane, Paul T.; and Garvey, Catherine J. CHILDREN'S COMMUNICATION ACCURACY RELATED TO RACE AND SOCIOECONOMIC STATUS. Baltimore: Johns Hopkins University, 1970. 27 pp. ERIC, 1.45

"Ninety-six fifth-grade children were arranged in pairs with peers of the same sex, economic background, and race. The pairs were observed in a two-party communication situation which involved the exchange of descriptive information in order to identify similar pictures. The differences in language usage which are related to the accurate exchange of information have important implications for the design and content of language arts curricula."

Bar-Adon, Aaron, and Leopold, Werner F., eds. CHILD LANGUAGE: A BOOK OF READINGS. Englewood Cliffs, New Jersey: Prentice-Hall, 1971. 477 pp. 11.95

This collection of 60 papers from the literature on child language provides an introduction to the history of child language research, as well as to the major theories and research methods of language acquisition by children.

Barbrack, Christopher R. "The Effect of Three Home Visiting Strategies upon Measures of Children's Academic Aptitude and Maternal Teaching Behaviors." DARCEE PAPERS AND REPORTS, vol. 4, no. 1. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 79 pp. Free

This study is an attempt to bridge the gap which exists between low-income children and public schools by training the low-income mothers to be effective educational change agents in their own homes.

Bartky, Murray S., and Eckstein, Blanka. EDUCATIONAL SERVICES FOR PUPILS IN CHILD CARING INSTITUTIONS FOR THE NEGLECTED AND DELINQUENT. New York: Center for Urban Education, 1968. 50 pp.

An ESEA Title I project for institutionalized children is evaluated in this report. Appendices.

Bass, Willard P. AN ANALYSIS OF ACADEMIC ACHIEVEMENT OF INDIAN HIGH SCHOOL STUDENTS IN FEDERAL AND PUBLIC SCHOOLS: A PROGRESS REPORT. Albuquerque: Southwestern Cooperative Educational Laboratory, 1969. 30 pp. ERIC, 1.85

"A longitudinal study covering the 1967-68 school year, the second year of a four-year study, compared the academic achievement of Indian high school students according to types of schools, geographical areas, grade levels, and sexes."

Bereiter, Carl, and Engelmann, Siegfried. TEACHING DISADVANTAGED CHILDREN IN THE PRESCHOOL. Englewood Cliffs, New Jersey: Prentice-Hall, 1966. 312 pp. 9.75

This book offers a program of compensatory education for disadvantaged children before they enter first grade. Most of the book is devoted to a detailed presentation of teaching methods and curricula that have been found effective.

Bereiter, Carl; Washington, Ernest D.; Engelmann, Siegfried; and Osborn, Jean. CURRICULUM DEVELOPMENT AND EVALUATION. Urbana: University of Illinois, 1969. 139 pp. ERIC, 7.05

Seven studies were undertaken to extend the development and testing of an academically-oriented preschool program for disadvantaged children. For each study, the hypothesis, procedure, population, method, and results are recorded.

Berger, Barbara. A LONGITUDINAL INVESTIGATION OF MONTESSORI AND TRADITIONAL PREKINDERGARTEN TRAINING WITH INNER CITY CHILDREN: A COMPARATIVE ASSESSMENT OF LEARNING OUTCOMES. New York: Center for Urban Education, 1969. 156 pp. Free

The effects of training during the first year of schooling were assessed from two evaluation perspectives: perceptual and cognitive skills, and cognitive style patterning. A follow-up study of the effects of training at the end of kindergarten forms the third part of the study.

Birch, Herbert G., and Gussow, Joan Dye. DISADVANTAGED CHILDREN: HEALTH, NUTRITION, AND SCHOOL FAILURE. New York: Harcourt, 1970. 332 pp. 7.50

"This is a book about poor health and school failure and what they have to do with each other." Extensive references.

Boger, Jack H. "An Experimental Study of the Effects of Perceptual Training on Group I.Q. Test Scores of Elementary Pupils in Rural Ungraded Schools." JOURNAL OF EDUCATIONAL RESEARCH 46(1952):43-52

"The purposes of this study were: (1) to investigate the scores of rural school children on widely used group I.Q. tests; and (2) to provide for a sample of rural school children stimulating visual materials involving reasoning ability of a perceptual nature in order to determine whether or not this increment to the school environment would tend to enhance performance on group I.Q. tests."

Borosage, Vera. A STUDY OF THE EFFECT OF NURSERY SCHOOL EXPERIENCE ON INTELLECTUAL PERFORMANCE AT TWO SOCIO-ECONOMIC LEVELS. Ph.D. dissertation, Michigan State University, 1969. 145 pp.

An attempt was made to assess the effect of a conventional comprehensive nursery school experience on the intellectual performance of disadvantaged children from a low-class milieu and children from a middle-class background.

Bowles, Samuel. "The Determinants of Scholastic Achievement -- An Appraisal of Some Recent Evidence." JOURNAL OF HUMAN RESOURCES 3(1968):3-24

"This study assesses some of the more highly publicized and controversial conclusions of EQUALITY OF EDUCATIONAL OPPORTUNITY by James S. Coleman, et al. The Coleman Report, published by the U.S. Office of Education in 1966, concluded that per-pupil expenditures and school facilities show very little relation to student achievement levels and the effect of a student's peers on his achievement level is more important than any other influences. The present paper scrutinizes the data and the statistical analysis on which these findings are based. It is suggested that because of poor measurement of school resources, inadequate control for social background, and inappropriate statistical techniques used in the presence of interdependence among the independent variables, many of the findings of the report are not supported."

Briscoe, May E., and Archambo, Judith P. RURAL CHILD CARE PROJECT: 1967-68 RESEARCH EVALUATION. Frankfort: Kentucky Child Welfare Research Foundation, 1969. 357 pp. ERIC, 17.95

The Rural Child Care Project focuses on culturally disadvantaged children and their families in ten Appalachian counties of eastern Kentucky in order to: (1) assess the relationship between a child's attendance in a Child Development Center and his subsequent academic achievement; (2) assess the effect of the combined casework, homemaking, and day care services on families of children in the Child Development Program; (3) ascertain what image the project has in participating counties; and (4) evaluate the effectiveness of the sub-professional staff in providing services.

Camp, Janet C. A SKILL DEVELOPMENT CURRICULUM FOR 3, 4, and 5 YEAR OLD DISADVANTAGED CHILDREN. Nashville: George Peabody College for Teachers, 1970. 8 pp. Free

This paper focuses on the theoretical basis for the skill development program of DARCEE and presents the curriculum model as it exists after four years of development and refinement.

Carter, James; Gilmer, Barbara; Vanderzwaag, Roger; and Massey, Katherine. HEALTH AND NUTRITION IN DISADVANTAGED CHILDREN AND THEIR RELATIONSHIP WITH INTELLECTUAL DEVELOPMENT. Nashville: George Peabody College for Teachers and Vanderbilt University School of Medicine, 1970. 67 pp. Free

This study is largely descriptive with special emphasis on the nutritional status of the children involved. Some attempt has been made to relate the various aspects of physical status to intellectual adequacy.

Cazden, Courtney B. LANGUAGE IN EARLY CHILDHOOD AND READING: A REVIEW FOR 1969. Washington, D.C.: ERIC Clearinghouse in Linguistics. 45 pp.

This review of educationally significant research in 1969 covers the field of oral language in "early childhood and reading." Language in early childhood education and language in relation to reading are discussed in detail with a few initial comments on some research on language development itself.

Cazden, Courtney B. "Language Programs for Young Children." In PRESCHOOL LANGUAGE TRAINING, edited by C.B. Lavatelli, forthcoming. Urbana: University of Illinois Press

These notes are the result of a four-week visit to England and Wales in 1969. The author has used the English experience to highlight ideas and practices in the U.S. The 11 notes are titled: "Extending Children's Language," "Peer-group Talk," "Individual Daily Schedules," "Reinforcement for What?" "Standard English: To Teach or Not to Teach," "Use of Local Cultural Content," "Bilingualism in School and Out," "Communication Skills," "The Language of Children's Written Sentences," "The Gahagan-Bernstein Educational Program," and "Compensatory Education."

Claiborn, William L. "Expectancy Effect in the Classroom: A Failure to Replicate." JOURNAL OF EDUCATIONAL PSYCHOLOGY 60(1969):377-83

Several researchers have reported that changing a teacher's expectation of a particular pupil's intellectual potential results in changes in that pupil's performance on a standardized group IQ test. In the author's study, re-testing after two months showed no relative gains for pupils who were the object of the expectancy bias. There were no clear changes in observed teacher-pupil interaction. Differences between the present study and previous studies are discussed in light of this "failure to replicate."

Cohen, Harold L. and Gussow, Joan D. THE EDUCATIONAL MODEL. New York: Yeshiva University, 1967. 8 pp. ERIC, .50

The first paper in this bulletin describes Cohen's approach to learning behaviors. The second reviews the theory of operant conditioning and relates it to education. A selected bibliography on the experimental analysis of behavior is included.

Coleman, James S. THE EVALUATION OF EQUALITY OF EDUCATIONAL OPPORTUNITY. Baltimore: Johns Hopkins University, 1968. 41 pp. ERIC, 2.15

The author of the 1966 report, EQUALITY OF EDUCATIONAL OPPORTUNITY, discusses some of the criticisms of the study and defends it as a major step in the development of policy-related social research.

Coleman, James S.; Campbell, Ernest Q.; Hobson, Carol J.; McPartland, James; Mood, Alexander M.; Weinfeld, Frederic D.; and York, Robert L. EQUALITY OF EDUCATIONAL OPPORTUNITY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1966. 1285 pp. 7.25

This survey addressed itself to four major questions. The first is the extent to which the racial and ethnic groups are segregated from one another in the public schools. The second is whether the schools offer equal educational opportunities in terms of a number of other criteria that are regarded as good indicators of educational quality. The third question is addressed to how much the students learn, as measured by their performance on standardized achievement tests. Fourth, is the attempt to discern possible relationships between student achievement, on the one hand, and the kinds of schools they attend on the other.

Conlisk, John. "Determinants of School Enrollment and School Performance." JOURNAL OF HUMAN RESOURCES 4(1969):140-57

Based on data from the 1960 census, variables describing age, color, sex, rural-urban status, education, and income of parents are used to explain variation in school enrollment and school performance.

Connors, C. Keith, and Eisenberg, Leon. THE EFFECT OF TEACHER BEHAVIOR ON VERBAL INTELLIGENCE IN OPERATION HEADSTART CHILDREN. Baltimore, Maryland: Johns Hopkins University School of Medicine, n.d. 22 pp. ERIC, 2.20

This investigation attempts to relate a number of teacher characteristics believed to be of significance in nursery school education to changes in measured verbal intelligence within the group of children receiving early enrichment programs in Operation Headstart.

Daniel, Artie A., and Giles, Douglas E. A COMPARISON OF THE ORAL LANGUAGE DEVELOPMENT OF HEAD START PUPILS WITH NON-HEAD START PUPILS. Denton: North Texas State University, 1966. 54 pp. ERIC, 2.16

The investigator developed and administered a measurement of various aspects of oral language to determine if children of limited opportunity exhibit superior language development after participating in programs designed to broaden experiences.

Denmark, Florence L.; Buttentag, Marcia; and Riley, Robert. COMMUNICATION PATTERNS IN INTEGRATED CLASSROOMS AND PRE-INTEGRATION SUBJECT VARIABLES AS THEY AFFECT THE ACADEMIC ACHIEVEMENT AND SELF-CONCEPT ON PREVIOUSLY SEGREGATED CHILDREN. New York: Hunter College of the City University of New York, 1967. 55 pp. ERIC, 2.28

This research project was conducted to determine the effects of one year of school integration on 87 lower-class Negro elementary school students in a suburban New York community.

Deutsch, Cynthia P. "Auditory Discrimination and Learning: Social Factors." MERRILL-PALMER QUARTERLY 10(1964):277-96

The author believes that lower-class children, who often live in very noisy environments, do not develop the requisite discrimination abilities to learn to read adequately. Therefore, it would be very important to include training in auditory discrimination in any preschool program directed to lower-class children.

DO TEACHERS MAKE A DIFFERENCE? A REPORT ON RECENT RESEARCH ON PUPIL ACHIEVEMENT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development, 1970. 181 pp. .75

The papers in this report present recent research on the factors which influence pupil achievement. Contributors are Alexander M. Mood, James W. Guthrie, Henry M. Levin, Robert M. Gagne, and James S. Coleman.

Eisenberg, Leon, and Conners, C. Keith. THE EFFECT OF HEAD START ON DEVELOPMENTAL PROCESSES. Baltimore, Maryland: Johns Hopkins University, School of Medicine, 1966. 12 pp. ERIC, 1.00

The authors attempted to assess the effect of Baltimore's Head Start program on selected aspects of cognitional development in the children it enrolled.

Erickson, Edsel L.; McMillan, Joseph; Bonnell, Jane; Hofmann, Louis, and Callahan, Orel D. EXPERIMENTS IN HEAD START AND EARLY EDUCATION: THE EFFECTS OF TEACHER ATTITUDE AND CURRICULUM STRUCTURE ON PRESCHOOL DISADVANTAGED CHILDREN. Kalamazoo, Michigan: Kaars X-Press Printing, 1969. 179 pp. 6.25

The experiments concern whether the levels of academic achievement of disadvantaged preschool and kindergarten children can be improved through compensatory educational programs to a level equal to or higher than national norms, and the effects of such programs on the social and personal adjustment of the students.

Farber, Anne E. "A Comparison of the Effect of Verbal and Material Reward on the Learning of Lower Class Preschool Children." DARCEE PAPERS AND REPORTS, vol. 4, no. 8. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 26 pp. Free

The effect of verbal versus candy rewards on the learning of lower class preschool children was examined in this study. A combination of the two reward conditions was included to see if material reward had a distracting effect.

Feldman, Carol Fleisher. CONCEPT FORMATION IN CHILDREN: A STUDY USING NONSENSE STIMULI AND A FREE-SORT TASK. Chicago: Early Education Research Center, 1969. 15 pp. ERIC, .85

"To investigate how a child organizes new objects and how categories function for a child, twelve 6- and twelve 8-year-olds were individually given several sorting tasks involving 21 three-dimensional nonsense objects."

Feldman, Carol, and Shen, Michael. SOME LANGUAGE-RELATED COGNITIVE ADVANTAGES OF BILINGUAL FIVE YEAR OLDS. Chicago: Early Education Research Center, 1969. 21 pp. ERIC, 1.15

Fifteen bilingual and fifteen monolingual Head Start children, ages four to six, were given three types of language tasks. It was found that bilinguals, although better at using names in relational statements, were not better than monolinguals in the use of common names alone or nonsense names alone. Also, bilinguals performed consistently better where nonverbal pointing responses were required, but not where spoken responses were required.

Denmark, Florence L.; Buttentag, Marcia; and Riley, Robert. COMMUNICATION PATTERNS IN INTEGRATED CLASSROOMS AND PRE-INTEGRATION SUBJECT VARIABLES AS THEY AFFECT THE ACADEMIC ACHIEVEMENT AND SELF-CONCEPT ON PREVIOUSLY SEGREGATED CHILDREN. New York: Hunter College of the City University of New York, 1967. 55 pp. ERIC, 2.28

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Fleming, Elyse S., and Anttonen, Ralph G. TEACHER EXPECTANCY OR MY FAIR LADY. Cleveland: Case Western Reserve University, 1970. 18 pp. ERIC, 1.00

This study examined the effects of teacher expectancy on changes in intelligence, known as the phenomenon of the self-fulfilling prophecy. The data failed to support a generalized self-fulfilling prophecy.

Gewirtz, Marvin H. A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS: PARENTAL INVOLVEMENT IN READING-IMPROVEMENT PROGRAM (A DECENTRALIZED PROGRAM). New York: Center for Urban Education, 1968. 66 pp. Free

The basic objective of the parental involvement facet of the Early Childhood Program was to involve the parents and the community in meaningful, sustained and significant cooperation in the education of children.

Gilmer, Barbara R. "Intra-Family Diffusion of Selected Cognitive Skills as a Function of Educational Stimulation." DARCEE PAPERS AND REPORTS, vol. 3, no. 1. Mimeographed. Nashville: George Peabody College for Teachers, 1969. 29 pp. Free

"The focus of the present study has been to investigate the diffusion effects within families involved in a field research model of intervention programs."

Gilmer, Barbara R.; Miller, James O.; and Gray, Susan W. "Intervention with Mothers and Young Children: A Study of Intra-family Effects." DARCEE PAPERS AND REPORTS, vol. 4, no. 11. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 59 pp. Free

This study attempts to explore systematically the influence of working with the mother upon the performance of children involved in an assembled group program and upon the younger siblings of those children.

Golden, Mark; Birns, Beverly; Bridger, Wagner; and Moss, Abigail.
SOCIAL CLASS DIFFERENTIATION IN COGNITIVE DEVELOPMENT: A LONGITUDINAL
STUDY. 1969. 24 pp. ERIC, 1.30

"In an effort to isolate the emergence and causes of social class differences in intellectual performance, this longitudinal study was undertaken as a follow-up on a cross-sectional study that yielded no social class differences on the Cattell Infant Intelligence Scale for 12-, 18-, and 24-month-old black children. Interpretation of the data seems to indicate that social class influences on intellectual performance are operating but statistically insignificant at 18 and 24 months, finally becoming significant during the third year of life."

Gordon, Edmund W., ed. THE COGNITIVE DEVELOPMENT OF SOCIALLY DISADVANTAGED CHILDREN AND YOUTH: A SELECTED BIBLIOGRAPHY. New York: Yeshiva University, 1965. 6 pp. ERIC, .40

This bulletin describes the scope and functions of the Information Retrieval Center on the Disadvantaged and contains a selected bibliography on cognitive development of disadvantaged children and youth. An introductory overview is provided by Gordon.

Gordon, Ira J. BABY LEARNING THROUGH BABY PLAY: A PARENTS' GUIDE TO THE FIRST TWO YEARS. New York: St. Martin's Press, 1970. 121 pp. 3.95

Parents can provide stimulating play with the games and activities suggested here. The activities are divided into the following age groups: early months, sitting, creeper-crawler, stander and toddler, and older toddler.

Gordon, Ira J. EARLY CHILD STIMULATION THROUGH PARENT EDUCATION. Gainesville: University of Florida, 1969. 20 pp. 1.10

"The objectives of this study were to find out if using disadvantaged women to educate indigent mothers of infants and young children
(1) enhanced the development of the infants and young children,
(2) increased the mother's competence and sense of personal worth, and
(3) contributed to the knowledge of the home life of infants in the study."

Gordon, Ira J., and Lally, J.R. INTELLECTUAL STIMULATION FOR INFANTS AND TODDLERS. Tampa: University of Florida, Institute for the Development of Human Resources, 1967. 3.00

This book describes very simple games that mothers and others caring for young children can play with children. Game descriptions are illustrated. Also included are directions and patterns mothers can use to make babies' toys.

Gray, Susan W., and Klaus, Rupert A. "An Experimental Preschool Program for Culturally Deprived Children." CHILD DEVELOPMENT 36(1965):887-98. (Reprint available from DARCEE, George Peabody College for Teachers, Nashville, Tennessee) Free

This is an interim report, after the third year, of an intervention project with young culturally deprived children. Its purpose is an attempt to offset the progressive retardation commonly observed in the schooling of these children.

Gray, Susan W., and Miller, James O. "Early Experience in Relation to Cognitive Development." DARCEE PAPERS AND REPORTS, vol. 2, no. 2. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 24 pp. Free

Research on early experience in relation to cognitive development is the subject of this review. Included are a number of recent review and theoretical articles which have attempted to integrate the many diverse methodologies, subject populations, and findings of research.

Grotberg, Edith H. "Role of the Parent in Fostering Early Learning." EDUCATION 89(1968):35-39

This article points out that parents provide educational experiences, although often unknowingly, by example, provision of objects and materials, reactions to their children's behavior, encouragement or disapproval, interaction, guidance, motivation, etc. The kind of education is largely determined by the cultural or ethnic group and the socioeconomic level of the parents.

Guthrie, John T. EFFECTS OF INSTRUCTION AND SOCIOECONOMIC STATUS ON CONCEPT LEARNING IN CHILDREN. Baltimore: Johns Hopkins University, 1969. 45 pp. ERIC, 2.35

Four instructional treatments and a control group with two levels of socioeconomic status (SES) and two levels of IQ were used to study methods for facilitating formation of a one-dimensional language concept.

Handler, Ellen O. PRESCHOOLS AND THEIR GRADUATES. Ph.D. dissertation, University of Illinois, 1970. 205 pp. ERIC, 10.75

"This exploratory study clarifies the goals and functions of long-day and short-day preschools, as related to the requirements of the client groups being served, and analyzes their effects on children's socialization and elementary school achievement."

HARVARD EDUCATIONAL REVIEW 39, nos. 1, 2, 3(1969)

These issues deal with the topic, "How Much Can We Boost IQ and Scholastic Achievement?"

Hellmuth, Jerome, ed. **DISADVANTAGED CHILD: COMPENSATORY EDUCATION, A NATIONAL DEBATE.** Vol. 3. New York: Brunner/Mazel, 1970. 466 pp. 12.50

This volume presents papers on all aspects of the compensatory education debate. It is divided into three parts: history and issues, testing and evaluation, and programs and practices.

Hess, Robert D.; Kramer, Richard; Slaughter, Diana; Torney, Judith; Berry, Carla; and Hull, Ethel. **TECHNIQUES FOR ASSESSING COGNITIVE AND SOCIAL ABILITIES OF CHILDREN AND PARENTS IN PROJECT HEAD START.** Chicago: University of Chicago, 1966. 139 pp. ERIC, 5.64

Extensive testing of preschool pupils at four Head Start centers in Chicago was conducted in order to develop and evaluate measuring instruments for assessing the cognitive capacities of disadvantaged children.

Hess, Robert D.; Shopman, Virginia C.; Brophy, Jere E.; and Bear, Roberta Meyer. **THE COGNITIVE ENVIRONMENTS OF URBAN PRESCHOOL CHILDREN: SUMMARY OF THE COMPLETED PROJECT.** Mimeographed. Chicago: The University of Chicago, 1969. 22 pp. Free

This study was designed to look for answers to the question of how poverty affects the ability to learn, and attempted to understand the processes linking social and cultural environments to the emerging capabilities of young children. It is expected that an understanding of these processes will assist in planning effective intervention programs.

Honig, Alice S.; Caldwell, Bettye M.; and Tannenbaum, Jordan. **OBSERVED COGNITIVE COMMUNICATION PATTERNS OF ADULTS AND CHILDREN IN FOUR PRESCHOOL AGE GROUPS.** Syracuse, New York: Syracuse University, Children's Center, 1969. 28 pp. ERIC, 1.50

The **APPROACH** (A Procedure for Patterning Responses of Adults and Children) technique was used to code observations of behavior and setting in adult-child communication. The data provided a detailed description of behavioral events and their environmental framework.

Hunt, J. McVicker. **THE CHALLENGE OF INCOMPETENCE AND POVERTY: PAPERS ON THE ROLE OF EARLY EDUCATION.** Urbana: University of Illinois Press, 1969. 289 pp. 3.45

This book examines important implications of a major transformation in the conception of intelligence and its relation to heredity and environment that has occurred over the last two decades. The early chapters emphasize changed theories in behavioral sciences, which provide a rationale for early childhood education. Later chapters discuss investigated characteristics of children from poor families, and consider ways to help such children acquire the competence necessary for participation in school and in an increasingly technological culture.

THE IMPACT OF HEAD START: AN EVALUATION OF THE EFFECTS OF HEAD START ON CHILDREN'S COGNITIVE AND AFFECTIVE DEVELOPMENT. Vol. 1, Text and Appendices A - E. Vol. II, Appendices F - J. Westinghouse Learning Corporation/Ohio University, 1969. 956 pp. 12.00

This study conducted a systematic review and assessment of the comparative long-term effectiveness of summer and full-year Head Start programs across the country in advancing the cognitive and affective development of the children of poverty.

Jarvis, Oscar T. TIME ALLOTMENTS AND PUPIL ACHIEVEMENT IN THE INTERMEDIATE ELEMENTARY GRADES. Houston: Bureau of Educational Research and Service, n.d. 67 pp. 1.50

The relationship between length of class periods and pupil achievement in reading, arithmetic, and language was studied. The classes studied were intermediate elementary school grades in the Texas Gulf Coast area.

Jester, R. Emile, and Bear, Nancy R. RELATIONSHIP BETWEEN TEACHERS' VOCABULARY USAGE AND THE VOCABULARY OF KINDERGARTEN AND FIRST GRADE STUDENTS. Gainesville: University of Florida, 1969. 9 pp. ERIC, .55

The data in this study indicated that the percentage of words used by the teachers and understood by the students seems to vary with social class, race, and grade. However, it is noted that some breakdowns of the data resulted in samples too small to be significant, and trends were not always substantial.

Keliher, Alice V. "Effective Learning and Teacher-Pupil Ratio." CHILDHOOD EDUCATION 43(1966). (Reprint available from Association for Childhood Education International)

Studies showing the advantages of small class size, especially for very young children, are cited to support the author's figures for desirable teacher-pupil ratios for disadvantaged children, a ratio of five to one adult, with 15 in a single group; for retarded and handicapped children, 10 to 15 in a group; and a maximum of 25 in an elementary classroom.

Kingston, Albert J., Jr. "The Relationship of First-grade Readiness to Third- and Fourth-grade Achievement." JOURNAL OF EDUCATION RESEARCH 56(1962):61-67

"The present study was undertaken to ascertain the relationship of beginning first-grade readiness test scores to third- and fourth-grade scholastic achievement."

Kraft, Ivor; Fuschillo, Jean; and Herzog, Elizabeth. PRELUDE TO SCHOOL: AN EVALUATION OF AN INNER-CITY PRESCHOOL PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Children's Bureau, 1968. 92 pp. 1.00

"The chief purpose of the report is to describe the accomplishments of the Howard University Preschool Project with respect to improving intellectual functioning, and to show with which sorts of children the project was most successful."

LANGUAGE STIMULATION PROGRAM: AUBURN, ALABAMA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 10pp. .20

This program provided language stimulation lessons to small groups of educationally disadvantaged first-graders in an attempt to increase IQ and language ability.

Larson, Richard G., and Olson, James L. "Compensatory Education: How Much Is Enough?" THE JOURNAL OF NEGRO EDUCATION 37(1968):164-67

The findings of this paper supported both the contention that an all-day compensatory kindergarten can be academically beneficial to disadvantaged students and the assumption that accelerated learning and growth rates will diminish, and perhaps regress, when saturation efforts are discontinued and replaced by traditional primary school programs.

Lichtenberg, Philip, and Norton, Dolores G. COGNITIVE AND MENTAL DEVELOPMENT IN THE FIRST FIVE YEARS OF LIFE: A REVIEW OF RECENT RESEARCH. Chevy Chase, Maryland: National Institute of Mental Health, 1970. 111 pp. .55

The authors have organized the findings of research in the area of cognitive and mental development in the first five years of life. The report identifies and correlates the ideas, themes, perspectives, and issues emerging from the studies, which can be useful in the formulation and evaluation of social policies related to infant and child development. The studies reviewed were funded by the National Institute of Mental Health.

Lopate, Carol; Flaxman, Erwin; Bynum, Effie M.; and Gordon, Edmund W. SOME EFFECTS OF PARENT AND COMMUNITY PARTICIPATION ON PUBLIC EDUCATION. New York: ERIC Clearinghouse on the Urban Disadvantaged, 1969. 50 pp. ERIC, 2.60

"This review paper on the current issue of school decentralization points out that it has been consistently demonstrated that participation in the decision making process results in positive changes in both the affective and instrumental behavior of participants."

MANUAL OF INSTITUTE TESTS. New York: New York University, School of Education, Institute for Developmental Studies, 1966. 256 pp. 5.00

This manual gives some general considerations for valid testing, interview, and questionnaire procedures. The remainder of the manual consists of eight sections of various tests and measuring instruments.

Medinnus, Gene R. "Head Start: An Examination of Issues." in CHILD AND ADOLESCENT PSYCHOLOGY: BEHAVIOR AND DEVELOPMENT, edited by G.R. Medinnus and R.C. Johnson, pp. 411-421. New York: Wiley, 1970. 9.95

Three main issues of Head Start are discussed: (1) the importance of intensive cognitive stimulation in programs designed for the culturally disadvantaged child; (2) the desirability of providing structure in such programs; and (3) differences between the mother role and the teacher role.

Mehler, Jacques. "Cognitive Capacity of Very Young Children." SCIENCE 58(3797:141-42)

This article describes the discriminative ability of children under three-years-and-two-months of age who were found to exhibit a form of quantity conservation that they lose as they get older and do not exhibit again until they are about four-years-and-six-months. The study shows that the logical capacity for cognitive operations exists earlier than previously acknowledged.

Miller, Louise B., and Dyer, Jean L. TWO KINDS OF KINDERGARTEN AFTER FOUR TYPES OF HEAD START. Louisville, Kentucky: University of Louisville, 1971. 47 pp. Free

Results, reported at the end of the second year, of a three-year comparison of four pre-kindergarten programs: Bereiter-Engelmann, DARCEE, Montessori, and traditional. Children were tested at the beginning, middle, and end of the year on a battery of tests and rating scales, including Stanford-Binet, Preschool Inventory, Curiosity Box, Replacement Puzzle, Dog and Bone, Behavior Inventory, and Embedded Figures.

MODEL PROGRAMS CHILDHOOD EDUCATION: BILINGUAL EARLY CHILDHOOD PROGRAM, SAN ANTONIO, TEXAS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 17 pp. .20

The goal of this program is to prepare Mexican-American children from ages three to five for school with activities that compensate for home environments lacking in early stimulation.

MODEL PROGRAMS CHILDHOOD EDUCATION: BOSTON PUBLIC SCHOOL LEARNING LABORATORIES, BOSTON, MASSACHUSETTS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .20

To help meet the special problems of both slow learners and gifted students, children in grades two through four have two half-hour sessions with specially trained teachers in learning laboratories.

MODEL PROGRAMS CHILDHOOD EDUCATION: DOVACK, MONTICELLO, FLORIDA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 17 pp. .20

Goals of the DOVACK method of teaching reading are to help pupils become independent and self-pacing in their study habits, to develop good attitudes toward reading, and to develop reading skills. The approach allows children to create their own reading lessons, with the concepts and vocabulary they already know, and to transfer newly learned skills to all types of reading material.

MODEL PROGRAMS CHILDHOOD EDUCATION: EXEMPLARY CENTER FOR READING INSTRUCTION, SALT LAKE CITY, UTAH. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 16 pp. .20

Research, in-service teacher training, parental training, and a remedial reading clinic are included in the ECRI program.

MODEL PROGRAMS CHILDHOOD EDUCATION: INTERDEPENDENT LEARNER MODEL OF A FOLLOW THROUGH PROGRAM, NEW YORK, NEW YORK. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 16 pp. .20

The Follow Through program uses small-group instruction, and an experimental method of teaching beginning reading skills. In the Interdependent Learner Model, reading is viewed as a decoding process in which the child translates words into sounds.

MODEL PROGRAMS CHILDHOOD EDUCATION: THE MICRO-SOCIAL PRESCHOOL LEARNING SYSTEM, VINELAND, NEW JERSEY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 27 pp. .25

This preschool program emphasizes training in language and behavioral skill development, rather than mere day care. One of the assumptions of this learning system is the "life simulation assumption," that is, the classroom is perceived as a simulator for the development of transferable responses to the home, community, and next life state.

MODEL PROGRAMS CHILDHOOD EDUCATION: PERCEPTUAL DEVELOPMENT CENTER PROGRAM, NATCHEZ, MISSISSIPPI. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 13 pp. .20

This program has four parts: a demonstration center for teaching children, a diagnostic program, in-service training programs, and community education--all centered on dyslexia and related reading disorders.

MODEL PROGRAMS CHILDHOOD EDUCATION: UNIVERSITY OF HAWAII PRESCHOOL LANGUAGE CURRICULUM, HONOLULU, HAWAII. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 20 pp. .20

To attack the language problem of a multi-ethnic population, a structured language-oriented course, accompanied by a parent education program, was developed at the University of Hawaii.

Moore, Terence. "Language and Intelligence: A Longitudinal Study of the First Eight Years, Part II: Environmental Correlates of Mental Growth." HUMAN DEVELOPMENT 11(1968):1-24

The following environmental variables were investigated to find their relationships to the development of language and intelligence: social class, maternal vocabulary, ordinal position and age difference with respect to next older sibling, existence of a younger sibling, and age difference, maternal age, full-time care by mother to school age versus daily substitute care, and certain qualitative aspects of the home.

Morrison, Coleman, and Harris, Albert J. EFFECTS OF KINDERGARTEN ON THE READING OF DISADVANTAGED CHILDREN. New York: City University of New York, Division of Teacher Education, 1968. 12 pp. ERIC, .70

The reading achievement of children with and without kindergarten experience was investigated as part of the Comparing Reading Approaches in First Grade Teaching (CRAFT) Project in New York City.

Mueller, Max, and Smith, James O. "The Stability of Language Age Modifications Over Time." AMERICAN JOURNAL OF MENTAL DEFICIENCY 68(1964):537-39

In an experimental language development program for educable retarded children, marked progress in language abilities was observed. This study attempts to determine the extent to which gains are stable over time.

Mumbauer, Corinne C. "Socioeconomic Background and Cognitive Functioning in Preschool Children." DARCEE PAPERS AND REPORTS, vol. 3, no. 5. Nashville: George Peabody College for Teachers, 1969. 17 pp. Free

Thirty-two advantaged and thirty-two disadvantaged four-year-olds were tested for general intellectual functioning, learning performance, impulsivity-reflectivity, ability to inhibit motor behavior upon request, and object exploratory behavior. Results supported the hypothesis that culturally disadvantaged preschool children would be less efficient in intellectual performance and paired associates learning than advantaged children of the same age.

Mumbauer, Corinne C. "Reexamining Variables Affecting Cognitive Functioning in Preschool Children: A Follow-up." DARCEE PAPERS AND REPORTS, vol. 4, no. 10. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 10 pp. Free

Disadvantaged five-year-olds were retested after a six-month interval during which they had had a preschool experience. Two measures of object exploratory request, and one of impulsivity-reflectivity, were used.

Okada, Tetsuo; Cohen, Wallace M.; and Mayeske, George W. GROWTH IN ACHIEVEMENT FOR DIFFERENT RACIAL, REGIONAL, AND SOCIOECONOMIC GROUPINGS OF STUDENTS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 23 pp. ERIC, 1.25

"The relationship between socioeconomic status and academic achievement was studied. Cross-comparisons were made of this relationship in terms of different racial-ethnic groups, various regions of the U.S., and metropolitan-nonmetropolitan locations."

Ortar, Gina, and Carmon, Hanna. AN ANALYSIS OF MOTHERS' SPEECH AS A FACTOR IN THE DEVELOPMENT OF CHILDREN'S INTELLIGENCE. Jerusalem: Hebrew University, 1969. 116 pp. ERIC, 5.90

This study had three purposes: to systematically describe and classify the speech input received by children of specified ages from their mothers in the home; to investigate the interdependence between the quality of the mother's speech, her socio-cultural background, and her children's level of intelligence; and to determine whether some attributes of the mother's speech can be modified if she wishes.

Osser, Harry. LANGUAGE CONTROL IN A GROUP OF HEAD START CHILDREN. Baltimore, Maryland: Johns Hopkins University School of Medicine, n.d. 5 pp. ERIC, .50

The research reported here was designed to study speech production, comprehension, and imitation in the same group of children. This assembly of studies was believed to reveal more about the child's control of the possibilities of the linguistic system than the study of a single process.

Osser, Harry; Wang, Marilyn D.; and Zaid, Farida. "The Young Child's Ability to Imitate and Comprehend Speech: A Comparison of Two Sub-cultural Groups." CHILD DEVELOPMENT 40(1969):1063-75

Psycholinguistic tasks, designed to assess speech imitation and speech comprehension abilities, were used to discover whether any environmental differences between a group of 16 lower-class Negro children and 16 middle-class white children would be reflected in their verbal performances. The middle class white children's performance was superior. Several possible sources of the group differences are examined.

Painter, Genevieve. INFANT EDUCATION. San Rafael, California: Dimensions Publishing Company, 1968. 156 pp. 3.50

"This monograph is the report of a research study of twenty infants, done at the University of Illinois. Ten of them, as the experimental group, were given a structured educational program in their homes, starting when they were between eight and twenty-four months old, one hour per day, five days per week, over a period of one year. The other ten, the control group, as closely correlated as possible in a practical situation, were not given the structured program but were allowed to progress 'normally' in their own environments. The two groups were compared at the end of the year: the experimental group was found to be significantly higher in general IQ and in areas of language and conceptual development."

Painter, Genevieve. A RATIONALE FOR A STRUCTURED EDUCATION PROGRAM AND SUGGESTED ACTIVITIES FOR CULTURALLY DISADVANTAGED INFANTS. Urbana: University of Illinois, 1968. 15 pp. ERIC, .85

The author stresses the importance of preschool programs to prevent educational deficiencies. This paper presents a rationale for the structure of infant education to be used by teachers, paraprofessionals, and parents. Language and conceptual task development are stressed.

Parker, Ronald K.; Ambron, Sueann; Danielson, Gary I.; Halbrook, Mary C.; and Levine, Janet A. AN OVERVIEW OF COGNITIVE AND LANGUAGE PROGRAMS FOR THREE, FOUR, AND FIVE YEAR OLD CHILDREN. Atlanta, Georgia: Southeastern Education Laboratory, 1970. 203 pp. 2.00

This report contains a brief descriptive overview of selected educational programs for three-, four-, and five-year-old children. The six sections are (1) a selection of the major references in early education; (2) outlines of the major programs; (3) abstracts of six comparative research projects on curriculum; (4) outlines of developing programs; (5) outlines of effective curriculum components and ideas; and (6) the implications of the review.

PEABODY JOURNAL OF EDUCATION 48(1971). 99 pp. 1.75

This issue is devoted to the topic of early childhood education.

Phillion, William L.E., and Galloway, Charles G. "Indian Children and the Reading Program." JOURNAL OF READING 12(1969):553-60

A language arts program especially for Indian children was based on teachers' observations of language patterns of Indian children and analysis of responses made to diagnostic test items.

Prentice, Norman M., and Bieri, James. INTELLECTUAL DEVELOPMENT OF CULTURALLY DEPRIVED CHILDREN IN A DAY CARE PROGRAM: A FOLLOW-UP STUDY. Paper read at the 47th Annual Meeting of the American Orthopsychiatric Association, 25 March 1970, in San Francisco. 13 pp. Free

"The purpose of this study was to determine if greater intellectual growth would be found in preschool culturally deprived children who had appreciable experience in a day care program compared to those with limited experience in the program."

Read, Merrill S. "Malnutrition." OUTLOOK, May 1970, pp. 10-13

The National Nutrition Survey, begun in 1968 by HEW, is the first comprehensive effort to assess the nutritional status of the U.S. population. This survey and others found that people in poverty areas have deficiencies in many nutrients, with resulting deficiency diseases. Studies are cited that severely malnourished pregnant women deprived the fetus of nutrients necessary for normal cell growth. There were similar findings for malnourished infants. Evidence strongly supports the conclusion that early severe malnutrition is associated with intellectual impairment.

Reppucci, N. Dickon. SOCIAL CLASS, SEX DIFFERENCES AND PERFORMANCE ON COGNITIVE TASKS AMONG TWO-YEAR-OLD CHILDREN. New Haven, Connecticut: Yale University, 1969. 8 pp. ERIC, .50

"The goal of the present study was to investigate the relation between sex, social class as indexed by parental educational level, and performance on three different types of cognitive tasks among two-year-old children."

Rosenthal, Robert, and Jacobson, Lenore. PYGMALION IN THE CLASSROOM: TEACHER EXPECTATION AND PUPILS' INTELLECTUAL DEVELOPMENT. New York: Holt, Rinehart and Winston, 1968. 240 pp. 3.95

This book is about interpersonal self-fulfilling prophecies: "how one person's expectation for another person's behavior can quite unwittingly become a more accurate prediction simply for its having been made."

Rusk, Bruce A. AN EVALUATION OF A SIX-WEEK HEAD START PROGRAM USING AN ACADEMICALLY ORIENTED CURRICULUM: CANTON, 1967. Urbana: University of Illinois, 1968. 43 pp. ERIC, 2.55

A study was conducted to see if children in a six-week Head Start program in Canton, Ohio, would make greater cognitive gains in an academically structured curriculum than in a less structured one. Results showed that, over a short term, those in the structured curriculum made greater gains.

Stevens, Joseph, Jr. INSTRUCTIONAL MATERIALS AND THEIR USE IN AN EARLY TRAINING CENTER. Nashville: George Peabody College for Teachers, 1967. 5 pp. Free

The skill objectives of the DARCEE program determine what materials are used, and how they are used. These skills were developed in a well-planned, structured, and controlled context. Continual efforts were made to specify and delineate appropriate objectives and procedures. How the materials were used to achieve explicit goals was more important than what materials were used.

Stott, Leland H., and Ball, Rachel S. INFANT AND PRESCHOOL MENTAL TESTS: REVIEW AND EVALUATION. Chicago: Society for Research in Child Development, 1965. 151 pp. 3.00

To provide a comprehensive evaluation of the present state of infant and preschool mental testing in the U.S., the technical and professional literature covering the concept of intelligence and its measurement was reviewed, organized, and summarized. A questionnaire survey was made of the current practices in the testing of infant and preschool-age intelligence. Finally, the actual content of five of the most widely used infant and preschool scales was analyzed statistically.

Talmadge, Max; Hayden, Benjamin S.; and Schiff, Donald. "Longitudinal Analysis of Intellectual and Educational Achievement Change in Culturally Deprived Emotionally Disturbed Boys." PERCEPTUAL AND MOTOR SKILLS 29(1969):435-40

"The research was conceived as a longitudinal study to determine the influence of residential treatment on changes in intellectual and school functioning in a group of eighty-five disturbed and deprived boys."

Van den Daele, Laland D. PRESCHOOL INTERVENTION THROUGH SOCIAL LEARNING FOR DISADVANTAGED CHILDREN. Princeton, New Jersey: Educational Testing Service, 1970. (Reprinted from the JOURNAL OF NEGRO EDUCATION, Fall 1970, pp. 296-304)

"An intervention program was designed to provide the disadvantaged male with a competent model, a set of appropriate roles, and an opportunity for positive, role-derived interaction. Various strategies were implemented to enhance male status and promote imitative role-taking."

Waller, David A., and Conners, C. Keith. A FOLLOW-UP STUDY OF INTELLIGENCE CHANGES IN CHILDREN WHO PARTICIPATED IN PROJECT HEADSTART. Baltimore, Maryland: Johns Hopkins University School of Medicine, n.d. 19 pp. ERIC, 1.90

Children who had participated in a six-week Operation Head Start program were found to have made relatively enduring gains in "verbal intelligence", when compared with 83 matched controls who had not attended the program, in retesting nine months after the completion of the program. However, a leveling effect appeared to be taking place, with the controls beginning to catch up.

Watt, Lois B.; Thomas, Myra H.; and von Ende, Eunice. BOOKS RELATED TO COMPENSATORY EDUCATION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 46 pp. .50

This annotated bibliography has three major divisions: elementary and secondary school textbooks, juvenile literature, and professional resources.

Weintraub, Samuel. "Teacher Expectation and Reading Performance." READING TEACHER 22(1969):555-59

This article reviews research on the effect of teacher expectancy on pupil performance and raises some questions about the implications of instruction.

Wilensky, Harold. OBSERVATIONAL TECHNIQUES IN PRESCHOOL CLASSROOMS. New York: New York University, Institute for Developmental Studies, 1966. 76 pp. 3.80

The intent of developing a method for observing and describing significant aspects of teacher-pupil behavior was threefold: (1) to determine the extent to which theoretical principles and stated educational objectives were being implemented in the classroom; (2) to determine the extent to which the enrichment program was being replicated within the project classes; and (3) the identification of teacher-pupil behavior which contributed to the enhancement of cognitive skills in children.

Williams, Frederick, ed. LANGUAGE AND POVERTY: PERSPECTIVES ON A THEME. Chicago: Markham, 1970. 459 pp. 10.50

"This interdisciplinary volume brings together original essays by twenty authorities dealing with the background literature, the controversies, and the practical implications of the problems raised by social class and ethnic differences in language within U.S. society." This book was prepared to provide an overview of the language problems encountered in educational programs with children.

Willmon, Betty Jean. THE INFLUENCE OF PARENT PARTICIPATION AND INVOLVEMENT ON THE ACHIEVEMENT OF PUPILS ATTENDING THE LEON COUNTY HEAD START PROGRAM AS MEASURED BY A READING READINESS TEST. Ph.D. dissertation, Florida State University, 1967. 73 pp.

"The purpose of this study was to investigate the effect of parent participation in Head Start on student achievement as measured by the Metropolitan Reading Test."

Zigler, Edward, and Butterfield, Earl C. "Motivational Aspects of Changes in IQ Test Performance of Culturally Deprived Nursery School Children." CHILD DEVELOPMENT 39(1968):1-14

Using intelligence testing procedures with culturally deprived children, it was found that children who attended nursery school increased significantly more in their IQ scores from the beginning to the end of the nursery school year than children who did not attend. The findings indicated that the increase in IQ was due to a reduction in the effects of debilitating motivational factors rather than to changes in rate of intellectual development.

E. DISADVANTAGED POPULATIONS

Baldwin, Thelma; McFarlane, Paul T.; and Garvey, Catherine J. CHILDREN'S COMMUNICATION ACCURACY RELATED TO RACE AND SOCIOECONOMIC STATUS. Baltimore: Johns Hopkins University, 1970. 27 pp. ERIC., 1.45

"Ninety-six fifth-grade children were arranged in pairs with peers of the same sex, economic background, and race. The pairs were observed in a two-party communication situation which involved the exchange of descriptive information in order to identify similar pictures. The differences in language usage which are related to the accurate exchange of information have important implications for the design and content of language arts curricula."

Barbrack, Christopher R. "The Effect of Three Home Visiting Strategies upon Measures of Children's Academic Aptitude and Maternal Teaching Behaviors." DARCEE PAPERS AND REPORTS, vol. 4, no. 1. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 79 pp. Free

This study is an attempt to bridge the gap between low-income children and public schools by training the low-income mothers to be effective educational change agents in their own homes.

Barbrack, Christopher R.; Gilmer, Barbara R.; and Goodroe, Paula C. "Information on Intervention Programs of the Demonstration and Research Center for Early Education." DARCEE PAPERS AND REPORTS, vol. 4, no. 6. Nashville: George Peabody College for Teachers, 1970. 8 pp. Free

The central mission of DARCEE is to develop knowledge which will lead to improving the educability of young children, with an emphasis on children from low-income homes. This report describes the programs with disadvantaged children and their parents implemented in DARCEE's first four years.

Barbrack, Christopher R., and Horton, Della M. "Educational Intervention in the Home and Paraprofessional Career Development: A Second Generation Mother Study with an Emphasis on Costs and Benefits." DARCEE PAPERS AND REPORTS, vol. 4, no. 4. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 48 pp. Free

The plan of this study was to utilize the educational potential of low-income mothers. Home visitors were used to train mothers to be effective educational change agents for their children. This study also contrasted the relative effectiveness of home visiting projects, which varied in terms of expense and the professional qualifications of the home visitors.

Bartky, Murray S., and Eckstein, Blanka. EDUCATIONAL SERVICES FOR PUPILS IN CHILD CARING INSTITUTIONS FOR THE NEGLECTED AND DELINQUENT. New York: Center for Urban Education, 1968. 50 pp.

The ESEA Title I project for institutionalized children is evaluated in this report. Appendices.

Bereiter, Carl; Washington, Ernest D.; Engelmann, Siegfried; and Osborn, Jean. CURRICULUM DEVELOPMENT AND EVALUATION. Urbana: University of Illinois, 1969. 139 pp. ERIC, 7.05

Seven studies were undertaken to extend the development and testing of an academically-oriented preschool program for disadvantaged children. For each study, the hypothesis, procedure, population, method, and results are recorded.

Biber, Barbara. YOUNG DEPRIVED CHILDREN AND THEIR EDUCATIONAL NEEDS. Washington, D.C.: Association for Childhood Educational International, 1967. 16 pp. .25

The author sees the special goal for teaching disadvantaged children to be that of bringing them into more meaningful relationships with people, which at the same time extends and stimulates their understanding of the world around them.

Birch, Herbert G., and Gussow, Joan Dye. DISADVANTAGED CHILDREN: HEALTH, NUTRITION, AND SCHOOL FAILURE. New York: Harcourt, 1970. 332 pp. 7.50

"This is a book about poor health and school failure and what they have to do with each other." Extensive references.

Briscoe, May E., and Archambo, Judith P. RURAL CHILD CARE PROJECT: 1967-68 RESEARCH EVALUATION. Frankfort: Kentucky Child Welfare Research Foundation, 1969. 357 pp. ERIC, 17.95

The Rural Child Care Project focuses on culturally disadvantaged children and their families in ten Appalachian counties of eastern Kentucky in order to: (1) assess the relationship between a child's attendance in a child development center and his subsequent academic achievement; (2) assess the effect of the combined casework, home-making, and day care services on families of children in the child development program; (3) ascertain what image the project has in participating counties; and (4) evaluate the effectiveness of the sub-professional staff in providing services.

Brown, Ellen. A STUDY IN ECOLOGICAL PSYCHOLOGY: THE BEHAVIOR OBJECTS USED BY THREE-YEAR-OLD CHILDREN FROM THREE INCOME GROUPS. Master's thesis, George Peabody College for Teachers, 1969. 94 pp. Free

By studying children directly as they move within and interact with the environment of their homes, this study aims to provide scientific documentation on how such variables as income, occupation level, and amount of education of the parents influence the course of child development.

Caldwell, Bettye M.; and Soule, Donald. THE PRESCHOOL INVENTORY. Syracuse: State University of New York, Upstate Medical Center, Department of Pediatrics, Children's Center, 1965. 45 pp. ERIC, 1.88

The preschool inventory began as an answer to the need for some type of instrument that would provide an indication of how much a disadvantaged child, prior to his introduction to Head Start, had achieved in areas regarded as necessary foundations for subsequent success in school. It was an attempt to demonstrate the fact that the disadvantaged child was functioning at a deficit at the time he began school.

Camp, Janet C. A SKILL DEVELOPMENT CURRICULUM FOR 3, 4, AND 5 YEAR OLD DISADVANTAGED CHILDREN. Nashville: George Peabody College for Teachers, 1970. 8 pp. Free

This paper focuses on the theoretical basis for the skill development program of DARCEE and presents the curriculum model as it exists after four years of development and refinement.

Carter, James; Gilmer, Barbara; Vanderzwaag, Roger; and Massey, Katherine. HEALTH AND NUTRITION IN DISADVANTAGED CHILDREN AND THEIR RELATIONSHIP WITH INTELLECTUAL DEVELOPMENT. Nashville: George Peabody College for Teachers and Vanderbilt University School of Medicine, 1970. 67 pp. Free

This study is largely descriptive with special emphasis on the nutritional status of the children involved. Some attempt has been made to relate the various aspects of physical status to intellectual adequacy.

Cawley, John F.; Burrow, Will H.; and Goodstein, Henry A. AN APPRAISAL OF HEAD START PARTICIPANTS AND NON-PARTICIPANTS: EXPANDED CONSIDERATIONS ON LEARNING DISABILITIES AMONG DISADVANTAGED CHILDREN. Storrs: University of Connecticut, 1968. 115 pp. ERIC, 5.85

"First grade children from two Head Start (HS) groups and one non-Head Start (NHS) group were administered a battery of tests for the purpose of (1) comparing the developmental status of HS and NHS subjects; (2) examining patterns of specific learning disabilities among HS and NHS children; (3) determining the stability coefficients of selected instruments; and (4) analyzing the predictive capabilities and factorial structure of selected evaluative instruments."

Cook, Keith E. DIFFERENCES BETWEEN SELF-CONCEPTS OF DISADVANTAGED AND NON-DISADVANTAGED HIGH SCHOOL STUDENTS WITHIN CERTAIN TYPES OF RURAL AND URBAN COMMUNITIES. Orono: University of Maine, 1969. 294 pp. ERIC, 14.80

Three hundred and seventy-three students from different types of Maine communities were categorized as "disadvantaged" or "non-disadvantaged". The disadvantaged felt less adequate in social interaction than did the non-disadvantaged, but on seven other aspects of self concept no class differences existed.

CURRICULUM GUIDE FOR COMPENSATORY PRESCHOOL EDUCATIONAL PROGRAMS.
Sacramento: California State Department of Education, 1970. 39 pp.
Free

The compensatory preschool educational programs in California have been designed to assist disadvantaged children in preparing for success in school. This curriculum guide has been planned to assist teachers and project directors in establishing meaningful educational programs for these children. The guide is divided into three sections: philosophy, activities, and practical hints.

Davidson, Helen H., and Greenberg, Judith W. TRAITS OF SCHOOL ACHIEVERS FROM A DEPRIVED BACKGROUND. New York: City College of the City University of New York, 1967. 294 pp. 6.00

What characteristics relate to success in elementary school learning of children from impoverished backgrounds? This study sought to find the answer.

DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION. Nashville: George Peabody College for Teachers, 1968. 24 pp. Free

DARCEE was established in 1966 to focus on young deprived children, primarily under six, and their families. The function is three-fold: research, demonstration, and training.

Dennison, George, THE LIVES OF CHILDREN: THE STORY OF THE FIRST STREET SCHOOL. New York: Vintage Books, 1969. 308 pp. 1.95

This book is called "a practical description of freedom in its relation to growth and learning." It is the story of the author's experience in a school for twenty-three children on New York's lower east side.

Deutsch, Cynthia P. "Auditory Discrimination and Learning: Social Factors." MERRILL-PALMER QUARTERLY 10(1964):277-96

The author believes that lower-class children, who often live in very noisy environments, do not develop the requisite auditory discrimination abilities to learn to read adequately. Therefore, it would be very important to include training in auditory discrimination in any preschool program directed to lower-class children.

Deutsch, Martin. "Happenings on the Way Back to the Forum: Social Science, IQ, and Race Differences Revisited." HARVARD EDUCATIONAL REVIEW 39(1969):523-57

Deutsch reviews the literature on compensatory education and makes a reply and rebuttal to Arthur Jensen's article on probable genetic differences in intelligence between blacks and whites.

Deutsch, Martin. "Social Influences in Negro-White Intelligence Differences." JOURNAL OF SOCIAL ISSUES 20(1964):24-35

The author reports on some aspects of experience that influence the development of intellectual functions in children. He explains that one of his purposes is to "break down the attributes of social experience along what might be called social-environmental and developmental dimensions."

DISADVANTAGED CHILDREN AND THEIR FIRST SCHOOL EXPERIENCES: ETS-OEO LONGITUDINAL STUDY. THEORETICAL CONSIDERATIONS AND MEASUREMENT STRATEGIES. APPENDICES RELATED TO MEASURES. Princeton: Educational Testing Service, 1968. 485 pp. ERIC, 24.35

"This report is part of a comprehensive study of the cognitive, personal, and social development of disadvantaged children over the crucial period age three through grade three. The aims of the study are to identify the components of early education associated with children's development, to determine the environmental and background factors influencing such associations, and, if possible, to describe how these influences operate."

Edington, Everett D., and Tamblyn, Lewis. RESEARCH ABSTRACTS IN RURAL EDUCATION: RURAL, SMALL SCHOOLS, INDIAN EDUCATION, MIGRANT EDUCATION, MEXICAN AMERICAN EDUCATION, OUTDOOR EDUCATION. Washington, D.C.: National Education Association, 1969. 70 pp. 2.00

Compiled to acquaint rural educators with some of the latest research and development findings in this field, this publication draws on abstracts from RESEARCH IN EDUCATION, ERIC's monthly journal of educational abstracts.

EDUCATION FOR THE URBAN DISADVANTAGED: FROM PRESCHOOL TO EMPLOYMENT: A STATEMENT ON NATIONAL POLICY BY THE RESEARCH AND POLICY COMMITTEE OF THE COMMITTEE FOR ECONOMIC DEVELOPMENT. New York: Committee for Economic Development, 1971. 86 pp. 1.50

An expression of concern "with the role of educational institutions in carrying out their part of the nation's board mission of eliminating poverty in the U.S. and of opening up the doors of opportunity to those who have been deprived of an equitable share of society's rewards." In the interest of generating public action to improve the quality of education, recommendations are made in the following areas: environment, preschooling, functional education, teachers and instructional systems, accountability and control, school expenditures, research, development, and application.

Erickson, Edsel L.; McMillan, Joseph; Bonnell, Jane; Hofmann, Louis, and Callahan, Orel D. EXPERIMENTS IN HEAD START AND EARLY EDUCATION: THE EFFECTS OF TEACHER ATTITUDE AND CURRICULUM STRUCTURE ON PRESCHOOL DISADVANTAGED CHILDREN. Kalamazoo, Michigan: Kaars X-Press Printing, 1969. 179 pp. 6.25

The experiments concern whether the levels of academic achievement of disadvantaged preschool and kindergarten children can be improved through compensatory educational programs to a level equal to, or higher than, national norms, and the effects of such programs on the social and personal adjustment of the students.

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: ENVIRONMENTAL INFLUENCES IN THE EARLY EDUCATION OF MIGRANT AND DISADVANTAGED STUDENTS. Arlington, Virginia: Council for Exceptional Children, 1969. 85 pp. ERIC. 4.35

Topics included are: individual variation among preschoolers in a cognitive intervention program in low-income families, programmatic research on young disadvantaged children; an ameliorative intervention program for young disadvantaged children; disadvantaged Mexican-American children and special education; the disadvantaged migrant student and remediation through vocational education; remediation and practical approaches to learning disabilities of migrant children; and environmental criteria.

Farber, Anne E. "A Comparison of the Effect of Verbal and Material Reward on the Learning of Lower Class Preschool Children." DARCEE PAPERS AND REPORTS, vol. 4, no. 8. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 26 pp. Free

The relative effect of verbal versus candy rewards on the learning of lower class preschool children was examined in this study. A combination of the two reward conditions was included to see if material reward had a distracting effect.

FEDERAL PROGRAMS FOR YOUNG CHILDREN. Washington, D.C.: Appalachian Regional Commission, 1970. 464 pp.

"This manual was conceived as an instrument to aid individuals, communities, civic groups, and states that are concerned with the problems of young children to locate those federal programs which deal with their specific needs."

Fowler, William. THE DESIGN OF EARLY DEVELOPMENTAL LEARNING PROGRAMS FOR DISADVANTAGED YOUNG CHILDREN. New York: Yeshiva University, n.d. 4 pp. ERIC, .80

"Proposed is a model for basic preconditions for the design of effective programs in developmental learning."

Fox, David J.; Harbarkin, Lisa; MacDougal, Roy L.; Rosenzweig, Larry; Roth, William J.; and Storte, John J. 1969 SUMMER DAY ELEMENTARY SCHOOL PROGRAM FOR DISADVANTAGED PUPILS. New York: Center for Urban Education, 1969. 113 pp.

This report is an evaluation of an ESEA Title I project which offered a six-week half-day program of additional instructional services to over 37,000 children from disadvantaged areas.

Fox, David J.; Shapiro, Norman P.; and Barnes, Valerie. SUMMER 1967 ELEMENTARY SCHOOL PROGRAMS FOR DISADVANTAGED PUPILS IN POVERTY AREAS IN NEW YORK CITY. New York: Center for Urban Education, 1967. 323 pp. ERIC, 16.25

"An elementary summer school program involved some 40,000 New York City disadvantaged students who were retarded in reading. The program provided for additional instruction in reading, language arts, and mathematics. This two-section report includes the evaluation of each of these component programs as well as of a special program for training educational aides, in addition to dealing with the main programs."

Gewirtz, Marvin H. A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS: PARENTAL INVOLVEMENT IN READING-IMPROVEMENT PROGRAM (A DECENTRALIZED PROGRAM). New York: Center for Urban Education, 1968. 66 pp. Free

The basic objective of the parental involvement facet of the Early Childhood Program was to involve the parents and the community in meaningful, sustained, and significant cooperation in the education of children.

Gilmer, Barbara R. "Intra-Family Diffusion of Selected Cognitive Skills as a Function of Educational Stimulation." DARCEE PAPERS AND REPORTS, vol. 3, no. 1. Mimeographed. Nashville: George Peabody College for Teachers, 1969. 29 pp. Free

"The focus of the present study has been to investigate the diffusion effects within families involved in a field research model of intervention programs."

Gilmer, Barbara R.; Miller, James O.; and Gray, Susan W. "Intervention with Mothers and Young Children: A Study of Intrafamily Effects." DARCEE PAPERS AND REPORTS, vol. 4, no. 11. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 59 pp. Free

This study attempts to explore systematically the influence of working with the mother on the performance of children involved in an assembled group program, and on the younger siblings of those children.

Glass, David C., ed. ENVIRONMENTAL INFLUENCES: PROCEEDINGS OF A CONFERENCE UNDER THE AUSPICES OF RUSSELL SAGE FOUNDATION AND THE ROCKEFELLER UNIVERSITY. New York: Rockefeller University Press and Russell Sage Foundation, 1968. 304 pp.

This volume contains 15 papers delivered at a conference on environmental influences on behavior. Some of the topics are nutritional deficiencies and mental development and functioning; effects of social deprivation on intellectual performance and social behavior among human and infrahuman species; and the influence of cultural deprivation on human cognitive development and organization.

Golin, Sanford. THE SELF-ESTEEM AND GOALS OF INDIGENT CHILDREN: PROGRESS REPORT. Pittsburgh: University of Pittsburgh, 1969. 8 pp. ERIC, .80

"The general goal of this project is to develop courses of study which will be effective in increasing the self esteem, goals, and related behavior of black children who attend black schools."

Gordon, Edmund W., ed. THE COGNITIVE DEVELOPMENT OF SOCIALLY DISADVANTAGED CHILDREN AND YOUTH: A SELECTED BIBLIOGRAPHY. New York: Yeshiva University, 1965. 6 pp. ERIC, .40

This bulletin describes the scope and functions of the Information Retrieval Center on the Disadvantaged and contains a selected bibliography on cognitive development of disadvantaged children and youth. An introductory overview is provided by Gordon.

Gordon, Edmund W., ed. THE CONCEPT: "SOCIALLY DISADVANTAGED CHILD," AND PRE-SCHOOL EDUCATIONAL PROGRAMS. New York: Yeshiva University, 1965. 10 pp. ERIC, .60

The major article is devoted to preschool educational programs. An extensive bibliography cites works about preschool programs for disadvantaged youngsters.

Gordon, Ira J. EARLY CHILD STIMULATION THROUGH PARENT EDUCATION. Gainesville: University of Florida, 1969. 20 pp. 1.10

"The objectives of this study were to find out if using disadvantaged women to educate indigent mothers of infants and young children (1) enhanced the development of the infants and children, (2) increased the mother's competence and sense of personal worth, and (3) contributed to the knowledge of the home life of infants in the study."

Gordon, Ira J.; Bradshaw, Carol E.; Kwachka, Patricia B.; and Lally, J. Ronald. RELATIONSHIPS BETWEEN SELECTED FAMILY VARIABLES AND MATERNAL AND INFANT BEHAVIOR IN A DISADVANTAGED POPULATION. Gainesville: University of Florida, Institute for Development of Human Resources, 1969. 80 pp. 1.75

(Fuller treatment of study described in preceding item.)

Gray, Susan W. SELECTED LONGITUDINAL STUDIES OF COMPENSATORY EDUCATION -- A LOOK FROM THE INSIDE. Nashville: George Peabody College for Teachers, 1969. 13 pp. ERIC, .75

"This document, prepared for a symposium on preschool compensatory programs, makes preliminary comments on the difficulty of program assessment and tight experimental design on the necessity of in-depth involvement, and on the need for vigilance in maintaining an experimental condition."

Gray, Susan W., and Klaus, Rupert A. "An Experimental Preschool for Culturally Deprived Children." CHILD DEVELOPMENT 36(1965):887-98. (Reprint available from DARCEE, George Peabody College for Teachers, Nashville, Tennessee) Free

This is an interim report, after the third year, of an intervention project with young culturally deprived children. Its purpose is to attempt to offset the progressive retardation commonly observed in the schooling of these children.

Gray, Susan W., and Klaus, Rupert A. AN EXPERIMENTAL PROGRAM FOR CULTURALLY DEPRIVED CHILDREN. Nashville: George Peabody College for Teachers, 1964. 18 pp. Free

(See preceding item.)

Grotberg, Edith H., ed. CRITICAL ISSUES IN RESEARCH RELATED TO DISADVANTAGED CHILDREN. Princeton, New Jersey: Educational Testing Service, 1969. 467 pp.

This volume reports on the proceedings of six Head Start research seminars on the following subjects: motivation, the teacher and classroom management, Head Start populations, health and nutrition in early childhood, intervention in family life, the teacher in intervention programs.

Hamblin, Robert L., and Buckholdt, David. STRUCTURED EXCHANGE AND CHILDHOOD LEARNING: GHETTO CHILDREN. St. Ann, Missouri: Central Midwestern Regional Educational Laboratory, 1967. 51 pp. 2.65

Reports on five experiments with ghetto underachievers are each prefaced by one of the theories advanced to explain apparent low IQ of many black ghetto children -- genetic, stimulus deprivation, expectations, and learning exchange theory.

Handler, Ellen O. PRESCHOOLS AND THEIR GRADUATES. Ph.D. dissertation, University of Illinois, 1970. 205 pp. ERIC, 10.75

"This exploratory study clarifies the goals and functions of long-day and short-day preschools, as related to the requirements of the client groups being served, and analyzes their effects on children's socialization and elementary school achievement."

Hellmuth, Jerome, ed. DISADVANTAGED CHILD. Vol. 1. New York: Brunner/Mazel, 1967. 507 pp. 12.00

A collection of articles by 25 authors, this volume covers both theoretical and applied work with disadvantaged children.

Hellmuth, Jerome, ed. DISADVANTAGED CHILD: HEAD START AND EARLY INTERVENTION. Vol. 2. New York: Brunner/Mazel, 1968. 613 pp. 12.50

"This volume includes a variety of papers reflecting the diverse issues and techniques involved in dealing with disadvantaged status and under-development. The articles address five key issues: (1) the relevance of genetic and environmental theories for educational practice; (2) the function of assessment in education; (3) the relation of health and nutritional status to development and learning; (4) the ecology of language development and reading proficiency; and (5) the problems of evaluating massive innovations in education."

Hellmuth, Jerome, ed. DISADVANTAGED CHILD: COMPENSATORY EDUCATION, A NATIONAL DEBATE. Vol. 3. New York: Brunner/Mazel, 1970. 466 pp. 12.50

This volume presents papers on all aspects of the compensatory education debate. It is divided into three parts: history and issues, testing and evaluation, and programs and practices.

Hess, Robert D.; Shipman, Virginia C.; Brophy, Jere E.; and Bear, Roberta Meyer. THE COGNITIVE ENVIRONMENTS OF URBAN PRESCHOOL CHILDREN: SUMMARY OF THE COMPLETED PROJECT. Mimeographed. Chicago: The University of Chicago, 1969. 22 pp. Free

This study was designed to look for answers to the question of how poverty affects the ability to learn and to gain understanding of the processes that link social and cultural environments to the emerging capabilities of young children. It is expected that an understanding of these processes will assist in planning effective intervention programs.

Hirsch, Jay G.; Borowitz, Gene H.; and Costello, Joan. INDIVIDUAL DIFFERENCES IN GHETTO FOUR-YEAR-OLDS. Chicago: Illinois State Department of Mental Health, Institute for Juvenile Research, 1969. 23 pp. ERIC, 1.25

Thirty-five disadvantaged Negro four-year-olds were observed by white male child psychiatrists during a thirty-minute play session. A descriptive summary of the session was recorded. The summaries were examined eighteen months later by five independent judges. Analysis of the rating scales suggested that pre-entrance ratings do provide information for readiness groupings and can be made on the basis of the child's response to a new adult and his interaction with preschool materials. Further, it is suggested that grouping children into competence groups, based on ratings by experienced observers, will facilitate preschool program planning and make children more accessible to growth through their preschool experiences.

Hunt, J. McVicker. THE CHALLENGE OF INCOMPETENCE AND POVERTY: PAPERS ON THE ROLE OF EARLY EDUCATION. Urbana: University of Illinois Press, 1969. 289 pp. 3.45

This book examines important implications of a major transformation in the conception of intelligence and its relation to heredity and environment that has occurred over the last two decades. The early chapters emphasize changing theories in the behavioral sciences, which provide a rationale for early childhood education. Later chapters discuss investigated characteristics of children from poor families, and consider ways to help such children acquire the competence necessary for participation in school, and in an increasingly technological culture.

Husbands, C. T. STRUCTURAL EFFECTS OF RACIAL TRACKING IN TWO INNER CITY SCHOOLS. Chicago: University of Chicago, Center for Social Organization Studies, 1968. 44 pp. ERIC, 2.30

"This study attempts to isolate variables which influence intelligence and achievement scores of disadvantaged black school children in the elementary school years."

IT WORKS SERIES: SUMMARIES OF SELECTED COMPENSATORY EDUCATION PROJECTS. Washington, D.C.: U.S. Department of Education, Office of Education, 1970. 33 pp. .35

Compensatory education projects across the country were reviewed by the American Institute for Research in the Behavioral Sciences, and 31 of them were identified as among the most successful. Each of the 31 projects is briefly summarized in this booklet.

Jablonsky, Adelaide. SOME TRENDS IN EDUCATION FOR THE DISADVANTAGED. New York: Yeshiva University, 1968. 12 pp. ERIC, .56

Some "promising" compensatory education programs are discussed and statistical estimates presented which identify the disadvantaged population to be served by such programs. An annotated bibliography follows the discussion.

Jester, R. Emile. FOCUS ON PARENT EDUCATION AS A MEANS OF ALTERING THE CHILD'S ENVIRONMENT, 1969. 11 pp. ERIC, .65

"The Florida Parent Education Model, working with 5- to 7-year olds enrolled in Follow Through programs, is based on the premise that a child's home environment has the most lasting influence on his adaptation to school and to the world around him. The program recruits parent educators from environments similar to those of mothers with whom they will work. The parent educators visit parents in their homes and provide them with specific tasks to work on with their children. The program at this point appears to be moderately successful."

Karnes, Merle B.; Hodgins, Audrey S.; Teska, James A.; and Kirk, Samuel A. INVESTIGATIONS OF CLASSROOM AND AT-HOME INTERVENTIONS Urbana: University of Illinois, 1969. 300 pp. ERIC, 15.10

Comparisons were made of five programs to determine the relative effectiveness of different methods of preschool educational intervention for disadvantaged children. Included in this report are studies intended to provide instructional programs for children under three, and to find techniques to train mothers in home intervention.

Kugel, Robert B., and Parsons, Mabel H. CHILDREN OF DEPRIVATION: CHANGING THE COURSE OF FAMILIAL RETARDATION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1967. 86 pp. .30

This report comes from a five-year project which had two major purposes: to record in detail the growth and development of a group of children with familial mental retardation, and to attempt to alter the unfavorable course of their development by enriching many aspects of their lives, homes, schools, and communities.

Larson, Richard. "A Method of Identifying Culturally Deprived Kindergarten Children." EXCEPTIONAL CHILDREN 30(1963):130-34

"Criteria for identifying disadvantaged students are the obvious and perhaps erroneous criteria of geographical location and racial stock. The selection criteria and procedures reported here were used to identify children for a study in Racine, Wisconsin. The author's hope is that these identification procedures will help to crystallize an accurate description of deprived children."

Larson, Richard G., and Olson, James L. "Compensatory Education: How Much Is Enough?" THE JOURNAL OF NEGRO EDUCATION 37(1968):164-67

This paper's findings supported both the contention that an all-day compensatory kindergarten can be academically beneficial to disadvantaged students and the assumption that accelerated learning and growth rates will diminish, and perhaps regress, when saturation efforts are discontinued and replaced by traditional primary school programs.

Lopate, Carol; Flaxman, Erwin; Bynum, Effie M.; and Gordon, Edmund W. SOME EFFECTS OF PARENT AND COMMUNITY PARTICIPATION ON PUBLIC EDUCATION. New York: ERIC Clearinghouse on the Urban Disadvantaged, 1969. 50 pp. ERIC, 2.60

"This review paper on the current issue of school decentralization points out that it has been consistently demonstrated that participation in the decision making process results in positive changes in both the affective and instrumental behavior of participants."

Mann, Edward T., and Elliot, C. Courtney. "Assessment of the Utility of Project Head Start for the Culturally Deprived: An Evaluation of Social and Psychological Functioning." TRAINING SCHOOL BULLETIN 64(1968):119-25

Reported here is the first phase of research dealing with the effects of Project Head Start on affective and cognitive functioning of disadvantaged children in the rural Southwest.

Mattick, Ilse. "Adaptation of Nursery School Techniques to Deprived Children; Some Notes on the Experience of Teaching Children of Multi-Problem Families in a Therapeutically Oriented Nursery School." JOURNAL OF THE AMERICAN ACADEMY OF CHILD PSYCHIATRY 4(1965):670-700

A nursery school for 21 children from "multiproblem, hard-to-reach" families was conceived as a means of extending work with the families by direct contact with the children.

McDill, Edward L.; McDill, Mary S.; and Streke, J. Timothy. STRATEGIES FOR SUCCESS IN COMPENSATORY EDUCATION: AN APPRAISAL OF EVALUATION RESEARCH. Baltimore: Johns Hopkins Press, 1969. 83 pp. 1.95

"This timely study by three sociologists addresses fundamental problems in compensatory education: the quality of evaluation research, the effectiveness of existing programs to date, and future planning of programs and of research to test performance."

Medinnus, Gene R. "Head Start: An Examination of Issues." In CHILD AND ADOLESCENT PSYCHOLOGY: BEHAVIOR AND DEVELOPMENT, edited by G. R. Medinnus and R. C. Johnson, pp. 411-421. New York: Wiley, 1970. 9.95

Three main issues involved in Head Start are discussed: (1) the importance of intensive cognitive stimulation in programs designed for the culturally disadvantaged child; (2) the desirability of providing structure in such programs, and (3) differences between the mother role and the teacher role.

Miller, James O. 'REVIEW OF SELECTED INTERVENTION RESEARCH WITH YOUNG CHILDREN. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1969. 24 pp. ERIC, 1.30

This review of intervention research presents what the author believes to be landmark studies or examples of crucial problems in the field. Both short-range and long-term intervention studies are included.

MODEL PROGRAMS CHILDHOOD EDUCATION: COGNITIVE ORIENTED CURRICULUM, YPSILANTI, MICHIGAN. Washington, D.C.: U. S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 24 pp. .25

Educable mentally retarded three- and four-year-olds from disadvantaged homes are being given a preschool foundation that will enable them to start school in a regular classroom setting.

MODEL PROGRAMS CHILDHOOD EDUCATION: CORRECTIVE READING PROGRAM, WICHITA, KANSAS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .20

This program is designed to improve the reading grade level, vocabulary, comprehension, and self-concept of disadvantaged youth in the public schools.

MODEL PROGRAMS CHILDHOOD EDUCATION: MOTHERS' TRAINING PROGRAM, URBANA, ILLINOIS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 19 pp. .20

This tutorial program at the University of Illinois seeks to demonstrate that mothers in deprived areas can be effectively trained to provide their own children with a more stimulating home environment and some preschool skills.

Moseley, Dolly. A SOCIALLY INTEGRATED KINDERGARTEN. Little Rock, Arkansas: South Central Region Educational Laboratory, 1969. 37 pp. ERIC, 1.95

The object of this study was to determine the extent to which disadvantaged kindergarten pupils would improve in basic skills and self-concept from associating with advantaged pupils and teachers.

Mumbauer, Corinne C. "Socioeconomic Background and Cognitive Functioning in Preschool Children." DARCEE PAPERS AND REPORTS, vol. 3, no. 5. Nashville: George Peabody College for Teachers, 1969. 17 pp. Free

Thirty-two advantaged and thirty-two disadvantaged four-year-olds were tested for general intellectual functioning, learning performance, impulsivity-reflectivity, ability to inhibit motor behavior upon request, and object exploratory behavior. Results supported the hypothesis that culturally disadvantaged preschool children would be less efficient in intellectual performance and paired associates learning than advantaged children of the same age.

ONE TO GET READY. Baltimore: Maryland State Department of Education, n.d. 36 pp.

This booklet describes ESEA Title I programs in Maryland.

Painter, Genevieve. A RATIONALE FOR A STRUCTURED EDUCATIONAL PROGRAM AND SUGGESTED ACTIVITIES FOR CULTURALLY DISADVANTAGED INFANTS. Urbana: University of Illinois, 1968. 15 pp. ERIC, .85

The author stresses the importance of preschool programs to prevent educational deficiencies. This paper presents a rationale for the structure of infant education to be used by teachers, paraprofessionals, and parents. Language and conceptual task development are stressed.

Plant, Walter, T., and Southern, Mara L. EFFECTS OF PRESCHOOL STIMULATION UPON SUBSEQUENT SCHOOL PERFORMANCE AMONG THE CULTURALLY DISADVANTAGED. San Jose, California: San Jose State College, 1970, 55 pp.

A highly structured program for very young disadvantaged Mexican-American children was conducted for two summers before school age was reached. Evaluations of the participants' school performance were made through kindergarten, first, and second grades.

Prentice, Norman M., and Bieri, James. INTELLECTUAL DEVELOPMENT OF CULTURALLY DEPRIVED CHILDREN IN A DAY CARE PROGRAM: A FOLLOW-UP STUDY. Paper read at the 47th Annual Meeting of the American Orthopsychiatric Association, 25 March 1970, in San Francisco. 13 pp. Free

"The purpose of this study was to determine if greater intellectual growth would be found in preschool culturally deprived children who had appreciable experience in a day care program compared to those with limited experience in the program."

PRESCHOOL EDUCATION: A SELECTED BIBLIOGRAPHY. New York: Yeshiva University, 1967. 11 pp. ERIC, .65

More than 130 works are cited in this annotated bibliography on the preschool education of the disadvantaged child.

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian Region.

PROJECT HEAD START AT WORK: REPORT OF A SURVEY STUDY OF 335 PROJECT HEAD START CENTERS. New York: Institute for Educational Development, 1966. 56 pp. ERIC, 2.90

"A national observer team surveyed 335 Head Start centers during an eight-week summer period to locate useful innovations and developments in preschool education methods which might have future implications for the whole educational system."

RACIAL AND SOCIAL CLASS ISOLATION IN THE SCHOOLS: A REPORT TO THE BOARD OF REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK. Albany: The University of the State of New York, The State Education Department, 1970. 565 pp. ERIC, 28.45

This document reviewed the legal background of racial isolation in the schools of New York and described the efforts to eliminate de facto segregation in New York schools. Compensatory education at all levels was assessed for effectiveness in the educational development of disadvantaged children. The findings of this report suggest new guidelines for school desegregation to enhance the chances that all disadvantaged children may experience improved and equal educational opportunity.

Richards, Catharine V. GOOD CAMPING FOR CHILDREN AND YOUTH OF LOW-INCOME FAMILIES: SOME SUGGESTIONS FOR CAMPS CONCERNED ABOUT PROVIDING EQUAL OPPORTUNITIES FOR CHILDREN AND YOUTH. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Children's Bureau, 1968. 20 pp. .30

"Camping is seen as having great potential in countering special forces that constrict opportunities for children to learn together, so many camps are committing their resources to increasing camping opportunities for young people from low-income families."

Riessman, Frank. BLUEPRINT FOR THE DISADVANTAGED. New York: Anti-Defamation League of B'nai B'rith, n.d. 43 pp. .75

This booklet, designed for teachers, confronts the problems inherent in educating disadvantaged pupils and presents ways in which lasting improvements can be made.

Robinson, Halbert B. A SUMMARY OF THE PROBLEM OF TIMING IN PRESCHOOL EDUCATION. New York: Yeshiva University, 1966. ERIC, .30

"For the disadvantaged child, it seems that the optimal time to begin educational intervention is in infancy and very early childhood. This paper notes the problems concerned with the long-range goals of early childhood education, the stability of early learning, and the problems of timing the educational interventions."

Sizer, Theodore, and Whitten, Phillip. "A Proposal for a Poor Children's Bill of Rights." PSYCHOLOGY TODAY, August 1968, pp. 59-63

The authors propose the use of "vastly improved and powerful education" as the principal vehicle for upward mobility of poor children. The strategy they stress is that of giving money directly to poor children (through their parents) to assist in paying for their education.

Skinner, Vincent P. NIGHT SWEEPS THE NORTH COUNTRY: A DOCUMENT FOR THE IMPLEMENTATION OF INNOVATIVE PRESCHOOL PROGRAMS FOR LOWER SOCIO-ECONOMIC BACKGROUND MAINE CHILDREN: IMPLICATIONS FOR THE DESIGN AND CREATION OF CHANGE FOR NORTHERN NEW ENGLAND. Farmington, Maine: Farmington State College Press, 1970. 38 pp. ERIC, 1.05

"A review of literature is given in sections devoted to (1) some issues and implications for the design of preschool programs for rural children, (2) a possible alternative to the current dilemma, (3) Open Education, (4) some goals for a preschool program, (5) classroom appearance and structure, and (6) the problem of evaluation. The last section describes the innovative Headstart program in Washington County, Maine, which is based on the concept of Open Education."

Soares, Anthony T., and Soares, Louise M. DIFFERENCES IN SELF-PERCEPTION OF DISADVANTAGED STUDENTS. Minneapolis: American Educational Research Association, 1970. 8 pp. ERIC, .50

"The study tests two hypotheses: (1) disadvantaged children have significantly higher self-perception than advantaged children at both the elementary and secondary levels, and (2) disadvantaged and advantaged elementary school children have significantly higher self-perceptions than disadvantaged and advantaged high-school students."

Stedman, James M., and McKenzie, Richard E. FAMILY FACTORS RELATED TO COMPETENCE IN YOUNG, DISADVANTAGED MEXICAN-AMERICAN CHILDREN. Austin: University of Texas, 1969. 24 pp. ERIC, 1.30

Behavioral adjustment and linguistic ability were the focus of this study of disadvantaged Mexican-American children.

Stodolsky, Susan S., and Lesser, Gerald. "Learning Patterns in the Disadvantaged." HARVARD EDUCATIONAL REVIEW 37(1967):546-93

In an effort to gain insight into the learning patterns of the disadvantaged, the authors have examined five learning indicators: general intelligence, specific mental abilities, school achievement, laboratory learning, and other studies of cognitive development. The findings offer some implications for educational policy and advance an alternative definition to Coleman's concept of "equal educational opportunity."

Suchman, Edward A.; Brodie, Donald Q.; Richmond, David M. H.; Kaufman, Barry L.; Elliott, David H.; and Elliott, Jean L. THE RELATIONSHIP BETWEEN POVERTY AND EDUCATIONAL DEPRIVATION. Pittsburgh: University of Pittsburgh, 1968. 1201 pp. ERIC, 60.15

The relationship of low-income status to educational aspirations and plans was investigated with a questionnaire survey of 6,455 high school students and 400 teachers in the Pittsburgh metropolitan area. The results of this study are included in five doctoral dissertations included herein.

Talmdage, Max; Hayden, Benjamin S.; and Schiff, Donald. "Longitudinal Analysis of Intellectual and Educational Achievement Change in Culturally Deprived Emotionally Disturbed Boys." PERCEPTUAL AND MOTOR SKILLS 29(1969):435-40

"The research was conceived as a longitudinal study to determine the influence of residential treatment on changes in intellectual and school functioning in a group of 85 disturbed and deprived boys."

TEACHING THE DISADVANTAGED YOUNG CHILD: COMPILATION OF SELECTED ARTICLES FROM "YOUNG CHILDREN." Washington, D.C.: National Association for the Education of Young Children, 1966. 128 pp. 2.00

This book contains 15 articles on the need for goals, problems, and operation of various educational endeavors for young disadvantaged children. Selected bibliography appended.

Van de Riet, Vernon; Van de Riet, Hani; and Sprigle, Herbert. "The Effectiveness of a New Sequential Learning Program with Culturally Disadvantaged Preschool Children." JOURNAL OF SCHOOL PSYCHOLOGY 7(1968-69):5-15

"A group of twenty-four culturally deprived five-year old children was brought into an experimental program of planned and guided learning experiences. A matched control group was exposed to a 'traditional' program and a second matched control group received no preschool program. Nine months after the experiment began nineteen developmental measures were obtained for each child. The performance of the experimental group on all of the measures was significantly superior to that of both control groups. The 'traditionally' trained group's performance was superior to that of the no treatment group on about half the measures. A follow-up evaluation at the end of the first grade indicated that a significant developmental superiority remained for the experimental group."

Watt, Lois B.; Thomas, Myra H.; and von Ende, Eunice. BOOKS RELATED TO COMPENSATORY EDUCATION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 46 pp. .50

This annotated bibliography has three major divisions: elementary and secondary school textbooks, juvenile literature, and professional resources.

Weikart, David P. PRELIMINARY RESULTS FROM A LONGITUDINAL STUDY OF DISADVANTAGED PRESCHOOL CHILDREN. Ypsilanti, Michigan: Ypsilanti Public Schools, 1967. 19 pp. ERIC, 1.05

The Perry Preschool Project is structured so that a group of disadvantaged three-year-old Negro children begins a two-year preschool program each year. Originally, the program was very verbal-learning oriented, but it has been modified to make use of Piaget's cognitive development theories. The participants are tested each year, providing longitudinal data.

White, William F. TACTICS FOR TEACHING THE DISADVANTAGED. New York: McGraw-Hill, 1971. 274 pp. 7.95

This book presents some creative attempts at devising new strategies for teaching the disadvantaged, as well as reporting evidence of successful contemporary programs for economically deprived children.

Williams, Catherine M., and Burnett, Collin W. THE TEEN TUTOR AND LEARNING. Columbus: Ohio State University, 1969. 117 pp. ERIC, 6.35

"This document describes a cooperative tutorial program designed to break the cycle of educational disadvantage in urban areas."

Williams, Frederick, ed. LANGUAGE AND POVERTY: PERSPECTIVES ON A THEME. Chicago: Markham, 1970. 459 pp. 10.50

"This interdisciplinary volume brings together original essays by twenty authorities dealing with the background literature, the controversies, and the practical implications of the problems raised by social class and ethnic differences in language within U.S. society." This book was prepared to provide an overview of the language problems encountered in the War on Poverty, particularly those encountered in educational programs with children.

Wittes, Glorienne, and Radin, Norma. TWO APPROACHES TO GROUP WORK WITH PARENTS IN A COMPENSATORY PRESCHOOL PROGRAM. Ypsilanti, Michigan: Ypsilanti Public Schools, 1969. 37 pp. ERIC, 1.95

"The hypothesis of this study was that a behavioral, activity oriented approach to group meetings would produce a greater change in maternal child rearing practices than one utilizing a lecture, question and answer paradigm."

Zigler, Edward, and de Labry, Jacques. "Concept-switching in Middle-class, Lower-class, and Retarded Children." JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY 65(1962):267-73

Retarded lower-class and middle-class children matched in mental age were presented a concept-switching task that employed a tangible and intangible reinforcement condition to test certain predictions. The following findings resulted: retarded and lower-class children will perform more effectively when a tangible reinforcer is employed; middle-class children perform more effectively with an intangible reinforcer.

F. PARENT - CHILD INTERACTION

Anastasi, Anne. "Intelligence and Family Size." PSYCHOLOGICAL BULLETIN 53 (1956):187-209

Careful analysis of the relationship between intellectual level and family size has revealed that it is far more complex -- both methodologically and theoretically -- than was originally supposed.

Banducci, Raymond. "The Effect of Mother's Employment on the Achievement, Aspirations, and Expectations of the Child." PERSONNEL AND GUIDANCE JOURNAL 46 (1967):263-67

"This study of 3,014 high school seniors examined school achievement and educational aspirations and expectations of youth of working and nonworking mothers. The sample was stratified by socio-economic level and by the sex of the student."

Barbrack, Christopher R. "The Effect of Three Home Visiting Strategies upon Measures of Children's Academic Aptitude and Maternal Teaching Behaviors." DARCEE PAPERS AND REPORTS, vol. 4, no. 1. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 79 pp. Free

This study is an attempt to bridge the gap between low-income children and public schools by training the low-income mothers to be effective educational change agents in their own homes.

Barbrack, Christopher R., and Horton, Della M. "Educational Intervention in the Home and Paraprofessional Career Development: A Second Generation Mother Study with an Emphasis on Costs and Benefits." DARCEE PAPERS AND REPORTS, vol. 4, no. 4. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 48 pp. Free

The plan of this study was to utilize the educational potential of low-income mothers. Home visitors were used to train mothers to be effective educational change agents for their children. This study also contrasted the relative effectiveness of home visiting projects which varied in terms of expense and professional qualifications of the home visitors.

Bayer, Helen, and Ray, Margaret. ANALYSIS OF HOME ENVIRONMENT AND DEVELOPMENT OF PARENT INTERVENTION. 1969. 2 pp. ERIC, .20

This brief report describes a five-year project which sought to examine the home environments of both isolated, intact rural white families and of single-parent AFDC Negro families. The information gathered was to be compared to what is known about middle-class white families in hopes of isolating the differences that result in poorer academic performance of poor children and developing programs of parent intervention to alleviate this problem.

Becker, Wesley. PARENTS ARE TEACHERS: A CHILD MANAGEMENT PROGRAM. Champaign, Illinois: Research Press Company, 1971. 194 pp. 3.75

By using "the general principles or laws of behavior which describe the procedures by which behaviors can be changed in specified ways," the author informs parents and teachers what to do to teach children new behaviors.

Bowlby, John. MATERNAL CARE AND MENTAL HEALTH. New York: Schocken Books, 1966. 194 pp. 2.45

Bowlby believes that prolonged deprivation of maternal care may have grave and far-reaching effects on the young child's character and so on the whole of his future life. He draws the corollary that the proper care of the children deprived of a normal home life is essential to the mental and social welfare of a community.

Brofenbrenner, Urie. "The Split-Level American Family." SATURDAY REVIEW, 7 October 1967, pp. 60-66

The life of the American family has changed so that, although it still has the primary moral and legal responsibility for rearing its children, de facto responsibility has shifted to other settings in the society. Significant influences in the child's life and development have become the peer group and television.

Brophy, Jere Edward. MOTHERS AS TEACHERS OF THEIR OWN PRESCHOOL CHILDREN: THE INFLUENCE OF SOCIO-ECONOMIC STATUS AND TASK STRUCTURE ON TEACHING SPECIFICITY. Austin: University of Texas, 1969. 26 pp. ERIC, 1.40

This study investigated the degree of verbal specificity of 137 mother-child pairs of Negroes who ranged in socioeconomic status from middle class to lower class. It was found that the degree of informational specificity in the mothers' communications varied both with social status and with the task which the mother was teaching her child.

Bushell, Don, Jr., and Jacobson, Joan M. THE SIMULTANEOUS REHABILITATION OF MOTHERS AND THEIR CHILDREN. Bethesda, Maryland: National Institute for Child Health and Human Development, 1968. 11 pp. ERIC, .65

The Head Start project described in this report was staffed by the mothers of 30 four- and five-year-olds who attended the preschool. This paper reports on two studies that attempted to upgrade practices in two teaching skills: Classroom management and individual tutoring.

Caldwell, Bettye M.; Wright, Charlene M.; Honig, Alice S.; and Tannenbaum, Jordan. INFANT DAY CARE AND ATTACHMENT. Syracuse, New York: Syracuse University, Children's Center, 1969. 30 pp. ERIC, 1.60

"In a longitudinal study, a group of 41 children from lower class families were examined for differences in child-mother and mother-child attachment patterns at 30 months of age. . . . It was concluded that infant day care programs can contribute positively to the cognitive, social, and emotional development of the child without harming the child's emotional attachment to the mother."

Clarizio, Harvey F. "Maternal Attitude Change Associated with Involvement in Project Head Start." JOURNAL OF NEGRO EDUCATION 37 (1968):106-13

"The present exploratory study represents an effort to determine on a research basis differences in maternal attitude following involvement in Project Head Start."

COMPACT 3(1969). 48 pp. 1.00

The subject of this issue is "Preschoolers and the States."

Dittmann, Laura L. A STUDY OF SOCIAL INTERACTION BETWEEN INFANT AND CARETAKER IN TWO TYPES OF DAY CARE SETTINGS. Ph.D. dissertation, University of Maryland, 1967. 145 pp.

Social interaction between infants and their caretakers in family or center-care setting was compared with that between infants and their mothers.

Durkin, Dolores. "Parents, Reading and the Schools." EDUCATION 84(1964):415-17

Parent education programs are encouraged to bring about more effective home-school communication and to provide opportunities for parents to give additional instructional help both at home and in the classroom.

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: PARENT PARTICIPATION IN EARLY CHILDHOOD EDUCATION. Arlington, Virginia: Council for Exceptional Children, 1970. 121 pp. ERIC, 6.15

These eight papers cover the following areas: dimensions of family involvement in early childhood education; the relationship of the parent, child, and professional staff; parent reactions to the identification of handicaps and their involvement in early education; parent participation in a program of behavior modification for physically handicapped children; the use of parent meetings and parent educators who visit homes to assist parents in helping children to learn; a program for training mothers to instruct their infants at home; a sociological perspective on counseling parents of handicapped children; and early diagnosis of deafness and parent counseling.

Farley, Jennie. "Maternal Employment and Child Behavior." CORNELL JOURNAL OF SOCIAL RELATIONS 3(1968):58-71

"The purpose of this study is to explore the possible relationship between the achievement and behavior of college students and their mothers' having worked."

Fox, Clara. PROGRESS REPORT ON THE UNITED NEIGHBORHOOD HOUSES INTEGRATED PRE-SCHOOL AND PARENT OPPORTUNITY CENTER PROGRAM. New York: National Federation of Settlements and Neighborhood Centers, 1966. 11 pp. .50

The accomplishments, limitations, problems, and future plans of this innovative program are described in this report.

Gallup, George. A GUIDEBOOK FOR PARENTS OF CHILDREN IN THE FIRST YEAR OF SCHOOL. Princeton, New Jersey: American Institute of Public Opinion, 1970. 51 pp. 2.00

This guidebook is designed for elementary school administrators to use with parent discussion groups in order to acquaint them with the teaching methods and material of the schools.

Gilmer, Barbara R.; Miller, James O.; and Gray, Susan W. "Intervention with Mothers and Young Children: A Study of Intrafamily Effects." DARCEE PAPERS AND REPORTS, vol. 4, no. 11. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 59 pp. Free

This study attempts to explore systematically the influence of working with the mother upon a performance of children involved in an assembled group program and upon the younger siblings of those children.

Gordon, Ira J. **BABY LEARNING THROUGH BABY PLAY: A PARENT'S GUIDE FOR THE FIRST TWO YEARS.** New York: St. Martin's Press, 1970. 121 pp. 3.95

Parents can provide stimulating play with the games and activities suggested here. The activities are divided by the following age groups: early months, sitting, creeper-crawler, stander and toddler, and older toddler.

Gordon, Ira J. **EARLY CHILD STIMULATION THROUGH PARENT EDUCATION.** Gainesville: University of Florida, 1969. 20 pp. 1.10

"The objectives of this study were to find out if using disadvantaged women to educate indigent mothers of infants and young children (1) enhanced the development of the infants and children, (2) increased the mother's competence and sense of personal worth, and (3) contributed to the knowledge of the home life of infants in the study."

Gordon, Ira J. **FOLLOW THROUGH: THE FLORIDA PARENT EDUCATION MODEL.** Gainesville: University of Florida, 1968. 8 pp. ERIC, .50

"This paper describes the model for a program of compensatory education designed to intervene directly in the home so that the home situation might lead to better school and life performance."

Gordon, Ira J. **PARENT INVOLVEMENT IN COMPENSATORY EDUCATION.** Urbana: University of Illinois Press, 1968. 87 pp. 2.50

The first chapter of this book presents a background of current thinking about the effects of the family on the intellectual and personal development of the child, the effects of culture upon the family's way of life, and thus on the child. The second chapter describes university-based programs from which some research data are available. The third chapter presents some of the programs and research findings which have their origins in legislation. In the final chapter, the writer gives a status report of how the field looks to him and presents some suggestions and guidelines concerning where it needs to go.

Gordon, Ira J.; Bradshaw, Carol E.; Kwachka, Patricia B.; and Lally J. Ronald. **RELATIONSHIPS BETWEEN SELECTED FAMILY VARIABLES AND**

MATERNAL AND INFANT BEHAVIOR IN A DISADVANTAGED POPULATION.

Gainesville: University of Florida, Institute for Development of Human Resources, 1969. 80 pp. 1.75

The objectives of this project are to find out whether the use of disadvantaged women as parent educators of indigent mothers of infants and young children enhances the development of the infants and children and increases the mother's competence and sense of personal worth. A third objective is to increase the knowledge of the home life of infants in this population.

Gordon, Ira J., and Lally, J.R. **INTELLECTUAL STIMULATION FOR INFANTS AND TODDLERS.** Tampa: University of Florida, Institute for the Development of Human Resources, 1967. 3.00

This book describes very simple games that mothers and others caring for young children can play with the children. Game descriptions are illustrated. Also included are directions and patterns mothers can use to make babies' toys.

Gray, Susan W. **INTERVENTION WITH MOTHERS AND YOUNG CHILDREN: THE FOCAL ENDEAVOR OF A RESEARCH AND TRAINING PROGRAM.** Nashville: George Peabody College for Teachers, 19 pp. Free

"This is a discussion of the research from our center relevant to Dr. James O. Miller's paper, 'Cultural Deprivation and Its Modification -- Effects of Intervention.' Thus I shall present our research program as it bears on the modification of cultural deprivation through specially designed intervention programs."

Grotberg, Edith H., ed. **CRITICAL ISSUES IN RESEARCH RELATED TO DISADVANTAGED CHILDREN.** Princeton, New Jersey: Educational Testing Service, 1969. 467 pp.

This volume reports on the proceedings of six Head Start research seminars on the following subjects: motivation, the teacher and classroom management, Head Start populations, health and nutrition in early childhood, intervention in family life, the teacher in intervention programs.

Grotberg, Edith H. "Role of the Parent in Fostering Early Learning." **EDUCATION** 89(1968):35-39

Parents can provide educational experiences, although often unknowingly, by example, provision of objects and materials, reactions to their children's behavior, encouragement or disapproval, interaction, guidance, motivation, etc. The kind of

education is largely determined by the cultural or ethnic group and the socioeconomic level of the parents.

Heinicke, Christoph M. "Some Effects of Separating Two-year-old Children from Their Parents: A Comparative Study." HUMAN RELATIONS 9(1956):105-76

For this pilot study, children in two different kinds of separation environment -- residential nurseries and day nurseries -- were studied. The variables of concern were grouped in general areas, such as how the separated two-year-old relates to his parents, how he relates to the adults and children in the nursery setting, and how certain separation experiences affect his development.

Hess, Robert D.; Gordon, Ira; and Scheinfeld, Daniel. INTERVENTION IN FAMILY LIFE: PROCEEDINGS OF HEAD START RESEARCH SEMINAR #5. Princeton, New Jersey: Educational Testing Service, 1969. 119 pp. ERIC, 6.05

The three papers that comprise this seminar are "Parental Behavior and Children's School Achievement Implications for Head Start," "Developing Parent Power," and "On Developing Developmental Families."

Horton, Della M. A TRAINING PROGRAM FOR MOTHERS. Nashville: George Peabody College for Teachers, 1967. 5 pp. Free

"The training program for mothers is described in the following phases: (1) Orientation and directed observation; (2) Demonstration and role play; (3) Classroom participation with minimal structure; and (4) Classroom participation, instructional."

Jeffers, Camille. THE LIVING POOR. Ann Arbor, Michigan: Ann Arbor Publishers, 1967. 118 pp. 2.50

"This is an account of how poor parents made and lived with harsh choices and established child rearing priorities in their own ways."

Karnes, Merle B.; Hodgins, Audrey S.; Teska, James A.; and Kirk, Samuel A. INVESTIGATIONS OF CLASSROOM AND AT-HOME INTERVENTIONS. Urbana: University of Illinois, 1969. 300 pp. ERIC, 15.10

Comparisons were made of five programs to determine the relative effectiveness of different methods of preschool educational intervention for disadvantaged children. Included in this report are studies intended to provide instructional programs for

children under three, and to find techniques to train mothers in home intervention.

Kraft, Ivor, and Chilman, Catherine S. HELPING LOW-INCOME FAMILIES THROUGH PARENT EDUCATION: A SURVEY OF RESEARCH. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966. 70 pp.

In this survey on low-income parent education programs, the discussion is organized around topics such as special difficulties encountered, and especially well-received activities. Histories of actual programs and their effect on individuals are given, as well as an evaluation of the research and reporting methods for program results.

Litman, Frances. ENVIRONMENT INFLUENCES ON THE DEVELOPMENT OF ABILITIES. Cambridge: Harvard University, 1969. 11 pp. ERIC, .65

Thirty children, aged twelve months to thirty-five months, from a wide range of socioeconomic backgrounds, were observed to identify factors that affect the development of their abilities. Observers viewed three aspects of the infants' environment: "Human" (family and peers), "Static Physical" (home and neighborhood), and "Range of Experience" (situations and activities in child's regular life pattern).

Lopate, Carol; Flaxman, Erwin; Bynum, Effie M.; and Gordon, Edmund W. SOME EFFECTS OF PARENT AND COMMUNITY PARTICIPATION ON PUBLIC EDUCATION. New York: ERIC Clearinghouse on the Urban Disadvantaged, 1969. 50 pp. ERIC, 2.60

"This review paper on the current issue of school decentralization points out that it has been consistently demonstrated that participation in the decision making process results in positive changes in both the affective and instrumental behavior of participants."

Milner, Esther. "A study of the Relationship between Reading Readiness in Grade One School Children and Patterns of Parent-Child Interaction." CHILD DEVELOPMENT 22(1951):95-112

The author found that lower-class children seem to lack two things upon entering school: a warm adult-child relationship pattern, and an extensive opportunity to interact verbally with adults of high personal value to the child, who possess adequate speech patterns. Two approaches are suggested to fill this gap: publicly supported nursery schools and kindergartens for the lower-class population, or a drastically revised institutional program for at least the first two years in those elementary schools with a majority of lower-class children.

MODEL PROGRAMS CHILDHOOD EDUCATION: COMMUNITY COOPERATIVE NURSERY SCHOOL, MENLO PARK, CALIFORNIA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 11 pp. ERIC, .15

Mothers of children in this nursery school participate in policy decisions as well as classroom activities.

MODEL PROGRAMS CHILDHOOD EDUCATION: MOTHERS' TRAINING PROGRAM, URBANA, ILLINOIS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 19 pp. ERIC, .20

This tutorial program at the University of Illinois seeks to demonstrate that mothers in deprived areas can be effectively trained to provide their own children with a more stimulating home environment and some preschool skills.

North, George E. "Maternal Attitudes in a Poverty Area." JOURNAL OF NEGRO EDUCATION 37(1968):418-25

A study of parental attitudes and children's behavior led to some noteworthy results, especially regarding maternal attitudes.

Nye, F. Ivan, and Hoffman, Lois Wladis. THE EMPLOYED MOTHER IN AMERICA. Chicago: Rand McNally, 1963. 406 pp. ERIC, 10.95

This book attempts to bring together a comprehensive body of research findings on the massive movement of mothers into paid employment. It reveals much that is new about child development and family relationships.

Ortar, Gina, and Carmon, Hanna. AN ANALYSIS OF MOTHERS' SPEECH AS A FACTOR IN THE DEVELOPMENT OF CHILDREN'S INTELLIGENCE. Jerusalem: Hebrew University, 1969. 116 pp. ERIC, 5.90

This study had three purposes: to systematically describe and classify the speech input received by children of specified ages from their mothers in the home; to investigate the interdependence between the quality of the mother's speech, her socio-cultural background, and her children's level of intelligence; and to determine whether some attributes of the mother's speech can be modified if she wishes.

PARENT AND CHILD CENTERS: A GUIDE FOR THE DEVELOPMENT OF PARENT AND CHILD CENTERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, n.d. 103 pp. Free

This guidebook was prepared to assist communities which are beginning to plan programs to provide a wide range of benefits to serve parents and children.

Pierce-Jones, John. MIDDLE CLASS MOTHER-TEACHERS IN AN EXPERIMENTAL PRESCHOOL PROGRAM FOR SOCIALLY DISADVANTAGED CHILDREN. Austin: Texas University, 1968. 59 pp. ERIC, 3.05

"A short term preschool readiness program was designed in 1967 to employ nonpedagogically trained middle class mothers as teachers for preschool disadvantaged children."

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970.

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian Region.

Reichenberg-Hackett, Wally. "Practices, Attitudes, and Values in Nursery Group Education." PSYCHOLOGICAL REPORTS 10(1962):151-72

This report concerns a systematic investigation of the practices and attitudes of nursery teachers as expressed in their actions. It is intended as a pilot study for similar investigations in different American subcultures, as well as abroad, to assist in clarifying similarities and differences in the education of the preschool child in different cultural settings.

Shaw, Jean W. CHILDREN LEARNING: SAMPLES OF EVERYDAY LIFE OF CHILDREN AT HOME. Nashville: George Peabody College for Teachers, 1969. 76 pp. Free

This resource book is designed to be used as supplementary material for training adults to work with children. Observers gave descriptions of moment-by-moment behavior of three-year olds and their families. Suggestions for study follow the excerpts, and interpretations are given for each section.

Shoemaker, Louise P. PARENT AND FAMILY LIFE EDUCATION FOR LOW INCOME FAMILIES: A GUIDE FOR LEADERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Children's Bureau, 1965. 66 pp. .30

Concern for disadvantaged children must extend to their total environment, where the family is a central part. This program for parent and family-life education views the home environment as a target as well as a tool for securing change and preventing family deterioration. Bibliography.

Stolz, Lois Meek. "Effects of Maternal Employment on Children: Evidence from Research." CHILD DEVELOPMENT 31(1960):749-82

The author investigated published research for the effects of maternal employment on delinquency, adjustment of adolescents, adjustment of elementary school children, achievement of children in school, development and adjustment of preschool children, infant development, and perceptions and attitudes of children.

Whitney, David C., and Parker, Ronald K. THE DISCOVERY PROGRAM: A COMPREHENSIVE APPROACH TO EARLY EDUCATION. No publication data. 42 pp.

The Discovery Program is "a comprehensive educational system designed to enhance the learning of preschool children through involvement of both the children and their parents." This discussion describes the program in four areas: conceptualization of the curriculum, interacting components, operation of the entire program, and research.

Wittes, Glorianne, and Radin, Norma. TWO APPROACHES TO GROUP WORK WITH PARENTS IN A COMPENSATORY PRESCHOOL PROGRAM. Ypsilanti, Michigan: Ypsilanti Public Schools, 1969. 37 pp. ERIC, 1.95

"The hypothesis of this study was that a behavioral, activity oriented approach to group meetings would produce a greater change in maternal child rearing practices than one utilizing a lecture, question and answer paradigm."

Wolman, Thelma G., and Levenson, Dorothy. "Parent-School Partnership in Pre-Kindergarten." TEACHERS COLLEGE RECORD 69(1968):421-31

"This account of a program for involving parents in pre-school education holds implications for teachers on all levels of the school system, especially for those who teach the children of the poor."

Yarrow, Leon J. "Maternal Deprivation: Toward an Empirical and Conceptual Re-evaluation." PSYCHOLOGICAL BULLETIN 58(1961):459-90

"The chief effort of this review will be directed towards sorting out on an empirical level the varied antecedent conditions of maternal care described in the literature, and relating these empirical conditions to some major theoretical concepts. Through this kind of analysis, it is hoped to facilitate the formulation of more explicit hypotheses on the relationship between specific aspects of early life experiences and later development."

3. SPECIFIC PROGRAMS

Citations in this section are publications that describe specific day care or day care-related programs for children. They have been divided as follows:

- A. Day Care Programs
- B. Head Start Programs
- C. Infant Programs
- D. Preschool Education Programs
- E. School-age Programs
- F. Foreign Programs
- G. Family Programs
- H. Private For-profit Programs
- I. Work-Related Programs

A. DAY CARE PROGRAMS

Black, Jonathan. "Oasis in East Harlem." SATURDAY REVIEW, 20 February 1971, p. 52

This article describes the East Harlem Block School Day Care Center, which is part of the East Harlem Block Schools, a cluster of schools run and controlled entirely by parents. The clash between such parent-run programs and the "day-care establishment" is discussed. Some encouragement is found in Mayor Lindsay's task force report, which recommended, among other things, "strong parent involvement in all early-childhood centers."

Briscoe, May E., and Archambe, Judith P. RURAL CHILD CARE PROJECT: 1967-68 RESEARCH EVALUATION. Frankfort: Kentucky Child Welfare Research Foundation, 1969. 357 pp. 17.95

The Rural Child Care Project focuses on culturally disadvantaged children and their families in 10 Appalachian counties of Eastern Kentucky in order to (1) assess the relationship between a child's attendance in a Child Development Center and his subsequent academic achievement; (2) assess the effect of the combined casework, homemaking, and day care services of families of children in the Child Development Program; (3) ascertain what image the project has in participating counties; and (4) evaluate the effectiveness of the subprofessional staff in providing services.

Bryant, Edward C.; Daley, James M.; and Beatty, Richard L. DAY CARE SURVEY: FINAL REPORT. Draft. Rockville, Maryland: Westat Research, 1971, 219 pp.

This survey is concerned with the number of children in full day care, number and types of day care centers and homes, costs, funding, and demand.

Caldwell, Bettye, M., and Richmond, Julius B. THE CHILDREN'S CENTER -- A MICROCOSMIC HEALTH, EDUCATION, AND WELFARE UNIT. Syracuse: State University of New York, Upstate Medical Center, Department of Pediatrics, Children's Center, 1967. 46 pp. ERIC, 1.84

The Children's Center was founded as a research and demonstration day care center for very young children. Eighty-five children aged six months to five years of age come to the center from both low-income homes in which the mother works and middle-class homes in which the mother does not work. The center is organized around three ongoing programs: health, education, and welfare.

CARE OF CHILDREN IN DAY CENTRES. Geneva: World Health Organization, 1964. 189 pp. 2.25

Contents: "Care of Well Children in Day-care Centres," Stig Sjolín; "Organization of Living and Educational Conditions for Infants and Small Children in Children's Institutions," Eva Schmidt-Kolmer; "Child-care Services in Relation to the Needs of Working Mothers," International Labor Office; "A Child Psychiatrist on Children in Day-care Centres," S. Lebovici; "The Role of Toys and Games in the Day-care Centre," Irene Lezine; "Paediatric Aspects of Day Care and Institutional Care," Julius B. Richmond; "The Development of Children in the Family and in Day-care Centres in Poland," B. Gornicki; "Measurement and Specification of the Early Infant Environment," Leon J. Yarrow; and "Day-care Centres in Paris and Its Suburbs," E. Davidson.

THE CHILDREN ARE WAITING. THE REPORT OF THE EARLY CHILDHOOD DEVELOPMENT TASK FORCE. New York: Human Resources Administration, 1970. 83 pp. Free

This task force was formed to examine and assess early childhood services in New York City, as well as to recommend changes in the quality and quantity of the programs. The major recommendations contemplated almost total change in administration and procedure with a new department of early childhood services to absorb many of the existing and overlapping agencies and procedures. Appendices.

CHILD WELFARE 44, no. 3(1965)

Special issue on day care containing the following articles: "Day Care: A Reassessment"; "Programmed Day Care for the Very Young Child -- A Preliminary Report"; "Contributions to Staff Development in Understanding the Needs of Children and their Families"; and "Day Care: A Therapeutic Milieu."

"'C' Is for Care." NEWSWEEK, 4 August 1969, pp. 64-65

This article is primarily about parent and community groups which set up and operate day care facilities. Franchises are mentioned.

CURRICULUM GUIDE FOR COMPENSATORY PRESCHOOL EDUCATIONAL PROGRAMS. Sacramento: California State Department of Education, 1970. 39 pp. Free

The compensatory preschool educational programs in California have been designed to assist disadvantaged children in preparing for success in school. This curriculum guide has been planned to assist teachers and project directors in establishing meaningful educational programs for these children. The guide is divided into three sections: philosophy, activities, and practical hints.

DAY CARE: AN EXPANDING RESOURCE FOR CHILDREN. New York: Child Welfare League of America, 1965. 75 pp. 1.50

This is a collection of lectures and papers on day care with sections on the need for day care, professional roles in day care, and family day care. Of particular interest is a discussion in the second paper of the view of day care as a public "utility" in an industrial society, rather than a social service for "families in trouble."

DAY CARE OF CHILDREN IN CHICAGO: NEEDS AND RESOURCES, BY COMMUNITY AREAS. Chicago: Welfare Council of Metropolitan Chicago, 1967. 121 pp. 3.50

This fact book on day care needs contains two sections: a preliminary statement of implications of planning, and a research section which documents the immediate need for day care services for children aged 0-14 in Chicago.

Dittmann, Laura L. CHILDREN IN DAY CARE: WITH FOCUS ON HEALTH. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1967. 120 pp. .50

Principles of health and components of a health program in a day care setting are outlined. There are sections dealing with specific groups and groups with special problems. A bibliography is at the end of each chapter.

Dittmann, Laura L., ed. EARLY CHILD CARE: THE NEW PERSPECTIVES. New York: Atherton Press, 1968. 385 pp. 9.95

The book comprises the following four sections: Part I: a summary of the stages of child development; Part II: specifics about content of day care programs as related to child development; Part III: discussion of poor families and day care programs best suited for them and of group infant care in other countries; Part IV: discussion on model day care and developmental programs for the disadvantaged.

EARLY CHILDHOOD PROJECT: NEW YORK CITY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 22 pp. .25

The Institute for Developmental Studies provides a program for disadvantaged children concentrating on basic skills to enrich preschool learning.

FEDERAL PROGRAMS FOR YOUNG CHILDREN. Washington, D.C.: Appalachian Regional Commission, 1970. 464 pp.

"This manual was conceived as an instrument to aid individuals, communities, civic groups, and states that are concerned with the problems of young children to locate those federal programs which deal with their specific needs."

"Five Projects Listed for Harlem Area; To Cost \$4 Million." NEW YORK TIMES, 20 January 1969, p. 39

A \$1.5 million day-care center program, staffed by community residents, to take care of three-month- to six-year-old children of working parents was one of the Model Cities projects listed for the Harlem area.

Gula, Martin. CHILD-CARING INSTITUTIONS: THEIR NEW ROLE IN COMMUNITY DEVELOPMENT OF SERVICES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1958. 27 pp.

The author defines "institution" as a 24-hour care facility. He describes factors which have changed and limited the patterns of institutionalization of children. Most important are the services which are increasingly available to parents to keep children: welfare, increasing day care facilities, and out-patient medical services. A set of criteria for a good institution for children is given.

Hapgood, Karen E. DAY CARE CENTERS. Chicago: American Society of Planning Officials, 1970. 33 pp. 6.65

"This report discusses day care facilities for children, particularly the three-to-six year preschool age group, for the purpose of providing the practicing planner with the conceptual and analytical tools necessary to plan for this community service in the way he now plans for other community services and facilities."

Harned, Barbara Joan. RELATIONSHIPS AMONG THE FEDERALLY SPONSORED NURSERY SCHOOLS OF THE 1930's, THE FEDERALLY SPONSORED DAY CARE PROGRAM OF THE 1940's, AND PROJECT HEAD START. Ed.D. dissertation, Rutgers University, 1968. 165 pp.

For each of the three programs examined, the author identifies relationships among their purposes, mode of implementation, scope, and, insofar as is feasible, results.

HEALTH NEEDS AND HEALTH CARE FOR CHILDREN IN DAY CARE. Chapel Hill: University of North Carolina, Child Development Research Institute, Frank Porter Graham Child Development Center, 1969. 120 pp.

A complete description of the Frank Porter Graham Development Center, including its very comprehensive services and its research program.

Hunt, Grace B. "Developing Public Day Care Facilities in Maryland." CHILD WELFARE 49(1970):220-23

Describes the major tasks and problems related to the development of a comprehensive day care program for a state.

Ickeringill, Nan. "Churches Open Their Doors to Community Day-Care Centers." NEW YORK TIMES, 3 November 1969, p. 58

This article describes two centers and cites them as examples of the many centers springing up in suburban communities that reflect an awakening community conscience -- a desire to take care of local problems locally.

Milich, Cynthia; Prescott, Elizabeth; and Jones, Elizabeth. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAMS. PART I: GROUP DAY CARE, A STUDY IN DIVERSITY. Pasadena, California: Pacific Oaks College, 1969. 145 pp. ERIC, 7.35

How does a community get group day care? Once it is obtained, how can the community regulate its quality? To answer these questions, the report examines most aspects of every possible kind of group day care project, ranging from local church projects to federally funded programs. Bibliography.

MODEL PROGRAMS CHILDHOOD EDUCATION: MARTIN LUTHER KING FAMILY CENTER, CHICAGO, ILLINOIS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .20

This community-controlled agency offers educational, psychological, and cultural services to the black community.

MODEL PROGRAMS CHILDHOOD EDUCATION: NEIGHBORHOOD HOUSE CHILD CARE SERVICES, SEATTLE, WASHINGTON. Washington, D.C.: U. S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 18 pp. .20

Day care is provided in centers staffed by professionally trained personnel recruited from poverty areas. As well as providing quality day care for children, the program has opened the way for upward mobility of the family.

MODEL PROGRAMS CHILDHOOD EDUCATION: NRO MIGRANT CHILD DEVELOPMENT CENTERS, PASCO, WASHINGTON. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 16 pp. .20

To help alleviate some of the problems of migrant families, day care centers provide preschool children a warm social environment, nutrition and medical care, and an educational program emphasizing cognitive development.

MODEL PROGRAMS CHILDHOOD EDUCATION: SANTA MONICA CHILDREN'S CENTERS, SANTA MONICA, CALIFORNIA. Washington, D.C.: U.S. Department of Health, Office of Education; Office of Economic Opportunity, 1970. 17 pp. .20

Four children's centers provide quality day care facilities at low cost to working mothers and other needy families. First priority goes to children of one-parent families from which over 96 percent of the children come.

Parker, Ronald K.; Ambron, Sueann; Danielson, Gary I.; Halbrook, Mary C.; and Levine, Janet A. AN OVERVIEW OF COGNITIVE AND LANGUAGE PROGRAMS FOR 3, 4, AND 5 YEAR OLD CHILDREN. Atlanta, Georgia: South-eastern Educational Laboratory, 1970. 203 pp. 2.00

This report contains a brief descriptive overview of selected educational programs for three-, four-, and five-year-old children. The six sections are (1) a selection of the major references in early education; (2) outlines of the major programs; (3) abstracts of six comparative research projects on curriculum; (4) outlines of developing programs; (5) outlines of effective curriculum components and ideas; and (6) the implications of the review.

Prentice, Norman M., and Bieri, James. INTELLECTUAL DEVELOPMENT OF CULTURALLY DEPRIVED CHILDREN IN A DAY CARE PROGRAM: A FOLLOW-UP STUDY. Paper read at the 47th Annual Meeting of the American Orthopsychiatric Association, 25 March 1970, in San Francisco. 13 pp. Free

"The purpose of this study was to determine if greater intellectual growth would be found in preschool culturally deprived children who had appreciable experience in a day care program compared to those with limited experience in the program."

Prescott, Elizabeth. A PILOT STUDY OF DAY-CARE CENTERS AND THEIR CLIENTELE. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Children's Bureau, 1965. 40 pp.

"In 1962 the Children's Bureau initiated a program of research and demonstration grants in the area of child welfare services. In this publication, an attempt will be made to present the findings in a form that will have practical implications for the child welfare field."

Prescott, Elizabeth; Jones, Elizabeth; and Kritchevsky, Sybil. GROUP DAY CARE AS A CHILD-REARING ENVIRONMENT: AN OBSERVATIONAL STUDY OF DAY CARE PROGRAM. Pasadena, California: Pacific Oaks College, 1967. 453 pp. ERIC, 22.75

"The purpose of this study was to describe fully day care programs, to find factors predictive of differences in programs, and to evaluate the effectiveness of day care centers."

Prescott, Elizabeth; Jones, Elizabeth; Marshall, Ellen; and Milich, Cynthia. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAM. PART II, GROUP DAY CARE: THE GROWTH OF AN INSTITUTION. Pasadena, California: Pacific Oaks College, 1970. 187 pp. ERIC, 9.45

This monograph continues an analysis of group day care as a social institution. Part II focuses on the decision-making process with regard to the background of problems met in setting up community day care. Licensing, standards, and staffing of day care facilities are examined.

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970.

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian Region.

SCHOOL AGE DAY CARE PROGRAM. Milwaukee: Volunteers of America, Day Care Services for Children, n.d. 5 pp.

The Children's Day Care Center provides group care for children ages three to nine. The program has three parts: education, casework, and medicine. The school-age program provides before-school care, a nutritious noon meal, after-school care, and full-time care during vacation periods.

A STUDY IN CHILD CARE 1970-71. Volume I: Findings; Volume IIA: Center Case Studies; Volume IIB: Systems Case Studies; Volume III: Costs and Quality Issues for Operators. Cambridge, Massachusetts: Abt Associates, 1971. 1361 pp. 25.00

The purpose of this study was to seek out and describe formal child care arrangements of good quality, and investigate the cost of reproducing the centers and home care arrangements. Twenty centers are described in depth in Volumes IIA and IIB. An analysis of the common structure and characteristics of these 20 centers, plus three center designs for 25, 50, and 75 children, are presented in Volume III.

A SUMMARY OF THE OFFICE OF ECONOMIC OPPORTUNITY PROGRAMS FOR MIGRANT AND SEASONAL FARM WORKERS. Washington, D.C.: Educational Projects, 1967. 98 pp.

The Office of Economic Opportunity has approved grants for farm worker antipoverty programs in 35 states. This publication summarizes these programs funded through 15 February 1967. Various day care programs are included.

A SURVEY OF CONGREGATE DAY CARE CENTERS IN THE MINNEAPOLIS AREA.
Mimeographed. Minneapolis: Community Health and Welfare Council
of Hennepin County, 1970. 31 pp. Free

This report presents the results of a survey of local congregate
day care centers that was conducted to ascertain the current
status of day care services and needs in the Minneapolis area.

Wiggins, Xenia R. AN ISSUE IN SCHOOL AGE DAY CARE: PARENT PREF-
ERENCE ON DEGREE OF SUPERVISION. Atlanta: Southern Regional
Education Board, Southeastern Day Care Project, 1971. 4 pp. Free

A survey was taken of parents whose children were in a summer
program to find out which choice parents made for day care of
school-age children: freedom for the child to choose which
alternatives to participate in and to go where he wished when
not participating, or supervised activities with the school
accountable for the child's whereabouts. The overwhelming
response was in favor of the latter alternative.

B. HEAD START PROGRAMS

Alpern, Gerald D. **METHODOLOGICAL CONSIDERATIONS IN DEVISING HEAD START PROGRAM EVALUATIONS.** Indianapolis: Indiana University, Medical Center, 1967. 11 pp. ERIC, .75

In an attempt to improve methods of evaluating Head Start programs, several techniques are proposed, basing evaluations on the success of the individual programs.

Anderson, Rodney I., and Pilson, Hilda Archer. **CAREER DEVELOPMENT IN HEAD START: ADULT DEVELOPMENT AND ADULT LEARNING.** Vol. III. New York: Bank Street College of Education, 1970. 93 pp. Free

This booklet has been designed for Head Start personnel who provide supportive and counseling services to Head Start career aspirants. An understanding of adult development and how adults learn is seen as the key to effective counseling.

BEAUTIFUL JUNK. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1967. 12 pp. Free

Abundant suggestions are given on how materials that are available free from garages, stores, etc., can be used in play or artwork in a Head Start program.

Boger, Robert Price. **SUB-CULTURAL GROUP MEMBERSHIP AND ATTITUDES OF HEAD START TEACHERS.** Ph.D. dissertation, University of Texas, 1966. 240 pp.

The author examines a general theoretical framework for teacher behavior and the more detailed sub-cultural differentiations within this more general structure.

Bowles, Samuel. "The Determinants of Scholastic Achievement -- An Appraisal of Some Recent Evidence." **JOURNAL OF HUMAN RESOURCES** 3(1968):3-24

"This study assesses some of the more highly publicized and controversial conclusions of **EQUALITY OF EDUCATIONAL OPPORTUNITY** by James S. Coleman, et al. The Coleman report, published by the U.S. Office of Education in 1966, concluded that per-pupil expenditures and school facilities show very little relation to student achievement levels and the effect of a student's peers on his achievement level is more important than any other influences. The present paper scrutinizes the data and the statistical analysis on which these findings are based. It is suggested that because of poor measurement of school resources, inadequate control for social background, and inappropriate

statistical techniques used in the presence of interdependence among the independent variables, many of the findings of the report are not supported."

Bushell, Don, Jr., and Jacobson, Joan M. THE SIMULTANEOUS REHABILITATION OF MOTHERS AND THEIR CHILDREN. Bethesda, Maryland: National Institute for Child Health and Human Development, 1968. 11 pp. .65

The Head Start project described in this report was staffed by the mothers of 30 four- and five-year-olds who attended the preschool. This paper reports on two studies that attempted to upgrade teaching practices in classroom management and individual tutoring.

Butler, Annie L. "From Head Start to Follow Through." INDIANA UNIVERSITY SCHOOL OF EDUCATION BULLETIN 44(1968). 47 pp.

"This BULLETIN represents one person's attempt to show some ways school programs can be related to Head Start whether such programs are or are not officially delegated as Project Follow Through."

Cawley, John F.; Burrow, Will H.; and Goodstein, Henry A. AN APPRAISAL OF HEAD START PARTICIPANTS AND NON-PARTICIPANTS: EXPANDED CONSIDERATIONS ON LEARNING DISABILITIES AMONG DISADVANTAGED CHILDREN. Storrs: University of Connecticut, 1968. 115 pp. ERIC, 5.85

"First grade children from two Head Start (HS) groups and one non-Head Start (NHS) group were administered a battery of tests for the purpose of (1) comparing the developmental status of HS and NHS subjects; (2) examining patterns of specific learning disabilities among HS and NHS children; (3) determining the stability coefficients of selected instruments; and (4) analyzing the predictive capabilities and factorial structure of selected evaluative instruments."

Cicirelli, Victor; Evans, John W.; and Schiller, Jeffry. "The Impact of Head Start: A Reply to the Report Analysis." HARVARD EDUCATIONAL REVIEW 40(1970):105-29

"The authors dispute both the criticism of the Westinghouse methodology and the re-analysis of the data. They argue that the re-analysis ignores the bulk of the Westinghouse data, that it is based on a statistically incorrect procedure, and that it produces results essentially similar to those reported by Westinghouse. They conclude with some general observations on the study and the evaluation of social action programs."

Clay, Suzanne. THE UTILIZATION OF NON-PROFESSIONAL INTERVIEWS IN THE NEW ENGLAND AND MISSISSIPPI SAMPLES BY THE BOSTON UNIVERSITY HEAD START EVALUATION AND RESEARCH PROGRAM, 1966-67. Boston: Boston University, 1967. 9 pp. Free

"This report is a description of the steps taken by the Boston University Head Start Evaluation and Research Center in cooperation with participating Head Start programs in 1966-1967 to utilize non-professional interviewers, 24 mothers of Head Starters in the collection of data about 191 sample families in New England and Bolivar County, Mississippi. It includes a discussion of the characteristics of the non-professionals hired, the nature of the training given, and some assessment of their performance in the Evaluation Project."

Clarizio, Harvey F. "Maternal Attitude Change Associated with Involvement in Project Head Start." JOURNAL OF NEGRO EDUCATION 37(1968):106-13

"The present exploratory study represents an effort to determine on a research basis differences in maternal attitude following involvement in Project Head Start."

Conners, C. Keith, and Eisenberg, Leon. THE EFFECT OF TEACHER BEHAVIOR ON VERBAL INTELLIGENCE IN OPERATION HEADSTART CHILDREN. Baltimore, Maryland: Johns Hopkins University School of Medicine, n.d. 22 pp. ERIC, 2.20

This investigation attempts to relate a number of teacher characteristics believed to be of significance in nursery school education to changes in measured verbal intelligence within the group of children receiving early enrichment programs in Operation Head Start.

Cunningham, Grover, and Pierce-Jones, John. A COMPARISON OF HEAD START CHILDREN WITH A GROUP OF HEAD START ELIGIBLES AFTER ONE YEAR IN ELEMENTARY SCHOOL. Austin: University of Texas, 1969. 6 pp. ERIC, .40

The study reported on here compared a group of first graders who had attended a full year of Head Start with a group of first graders who had been eligible for Head Start but did not attend.

Daniel, Artie A., and Giles, Douglas E. A COMPARISON OF THE ORAL LANGUAGE DEVELOPMENT OF HEAD START PUPILS WITH NON-HEAD START PUPILS. Denton: North Texas State University, 1966. 54 pp. ERIC, 2.16

The investigators developed and administered a measurement of various aspects of oral language to determine if children of limited opportunity exhibit superior language development after participating in programs designed to broaden experiences.

Datta, Lois-Ellin. A REPORT ON EVALUATION STUDIES OF PROJECT HEAD START. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 25 pp. Free

Head Start evaluation has been based on four sources of information: census surveys of children and families served and programs offered; special research, projects on child development, and experimental programs; a longitudinal study of the development of low-income children; and a series of national evaluation studies.

Eisenberg, Leon, and Conners, C. Keith. THE EFFECT OF HEADSTART ON DEVELOPMENTAL PROCESSES. Baltimore, Maryland: Johns Hopkins University, School of Medicine, 1966. 12 pp. ERIC, 1.20

The authors attempted to assess the effect of Baltimore's Head Start program on selected aspects of cognitional development in the children enrolled.

Erickson, Edsel L.; McMillan, Joseph; Bonnell, Jane; Hofmann, Louise; and Callahan, Orel D. EXPERIMENTS IN HEAD START AND EARLY EDUCATION: THE EFFECTS OF TEACHER ATTITUDE AND CURRICULUM STRUCTURE OF PRESCHOOL DISADVANTAGED CHILDREN. Kalamazoo, Michigan: Kaars X-Press Printing, 1969. 179 pp. 6.25

The experiments focus on the question of whether the levels of academic achievement of disadvantaged preschool and kindergarten children can be improved through compensatory educational programs to a level equal to, or higher than national norms, and on the effects of such programs on the social and personal adjustment of the students.

Ettlinger, Ann L. "What Aides Can Do in Day Care Centers." AMERICAN JOURNAL OF NURSING 70(1970):1288-91

The author describes the Head Start program of Nassau County, New York, the training program to prepare aides, and the work performed on aides.

FEDERAL PROGRAMS FOR YOUNG CHILDREN. Washington, D.C.: Appalachian Regional Commission, 1970. 464 pp.

"This manual was conceived as an instrument to aid individuals, communities, civic groups, and states that are concerned with the problems of young children to locate those federal programs which deal with their specific needs."

Fisher, Virginia Lee. ROLE CONCEPTIONS OF HEAD START TEACHERS. Ph.D. dissertation, University of Missouri, 1967. 100 pp.

In a sample of over 300 Head Start teachers, age appeared to be a significant variable when they reported their conceptions of the role of the adult vis-a-vis the preschool age child.

Flynn, John. "College Training for Head Start Workers." CHILDREN 17(1970):49-52

The Head Start Supplementary Training Program described in this article has three main objectives: (1) to provide college education and training to full-time employees of Head Start's preschool centers so that they might become more skilled and responsible in their jobs; (2) to provide these same people with an opportunity for increased earning power and job security; and (3) to provide an arena for change in college and university teaching methods and curricula to meet the needs of disadvantaged people.

Freis, Ruth; Miller, Miriam; Platt, Bess and Warren, Courine. "A Nonsegregated Approach to Head Start." YOUNG CHILDREN 24(1969):292-96

Children from low-income homes in which there was a language barrier were placed in private nursery schools through scholarship funds. Their parents were encouraged to take part in the preschool planning and were paid for working as aides. This program established a way of finding and sharing solutions to problems in educating young children by middle-class and low-income groups.

Furuno, Setsu, and Conner, Angie. USE OF NON-PROFESSIONAL PERSONNEL FOR HEALTH SCREENING OF HEAD START CHILDREN. Honolulu: University of Hawaii, 1970. 22 pp. Free

This study was conducted in 1967 to investigate the extent to which non-professional personnel could effectively do health screening of Head Start children for detection of physical, developmental, and intellectual problems.

Gordon, Edmund W. PROBLEMS IN THE ASSESSMENT OF INTERMEDIATE-RANGE EFFECTS OF HEAD START PROGRAMS. Princeton, New Jersey: Educational Testing Service, 1968. 22 pp. ERIC, 1.20

The thesis stated here is that before Head Start or any preschool program can be adequately assessed, more carefully controlled research is needed.

Gordon, Ira J. PARENT INVOLVEMENT IN COMPENSATORY EDUCATION. Urbana: University of Illinois Press, 1968. 87 pp. 2.50

The first chapter of this book presents a background of current thinking about the effects of the family on the intellectual and personal development of the child, the effects of culture upon the family's way of life, and thus on the child. The second chapter describes university-based programs from which some research data are available. The third chapter presents some of the programs and research findings that have their origin in legislation. In the final chapter, the writer gives a status report on how the field looks to him and presents some suggestions and guidelines concerning where it needs to go.

Grotberg, Edith H. REVIEW OF RESEARCH 1965 TO 1969. Washington, D.C.: Office of Economic Opportunity, Project Head Start, Research and Evaluation Office, 1969. 52 pp. Free

This review of research and demonstration projects includes only those projects supported by the Research and Evaluation Office. The categories are: sub-population characteristics; language, cognitive, intellectual, and achievement behavior, social-emotional behavior and self-concept; demonstration programs; teacher characteristics; parent participation; Head Start and the community; and follow-up.

Grotberg, Edith H., ed. CRITICAL ISSUES IN RESEARCH RELATED TO DISADVANTAGED CHILDREN. Princeton, New Jersey: Educational Testing Service, 1969. 467 pp.

This volume reports on the proceedings of six Head Start research seminars on the following subjects: motivation, the teacher and classroom management, Head Start populations, health and nutrition in early childhood, intervention in family life, the teacher in intervention programs.

Harned, Barbara Joan. RELATIONSHIPS AMONG THE FEDERALLY SPONSORED NURSERY SCHOOLS OF THE 1930's, THE FEDERALLY SPONSORED DAY CARE PROGRAM OF THE 1940's, AND PROJECT HEAD START. Ed.D. dissertation, Rutgers University, 1968. 165 pp.

For each of the three programs examined, the author identifies relationships among their purposes, mode of implementation, scope, and insofar as is feasible, results.

Hays, David G. ed. BRITANNICA REVIEW OF AMERICAN EDUCATION. Vol. I. Chicago: Encyclopaedia Britannica, 1969. 272 pp. 12.50

Contents of this volume include subject areas, school levels, supporting fields, and Project Head Start: a national evaluation.

HEAD START CHILD DEVELOPMENT PROGRAMS: A MANUAL OF POLICIES AND INSTRUCTIONS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, September 1967. 49 pp.

Minimum requirements for program, facilities, nutrition, etc., are given. The manual specifies eligibility requirements for children and staff, and outlines the organizational structure required for Head Start programs.

HEAD START EVALUATIONS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Children's Bureau, 1970. 10 pp. Free

Brief descriptions are given of research and demonstration grants under the following topics: infant care, day care, youth, cognitive, social policy, other, and Head Start evaluations.

HEAD START PLANNED VARIATION STUDY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1970. 16 pp. Free

A variety of curricula has been developed for Project Head Start. "Planned variation" is an experimental program which attempts to evaluate several of these curricula on both short- and long-term bases to obtain information about their relative effectiveness.

HEAD START PROGRAMS FOR PARTICIPANTS, 1965-67. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1967. 209 pp. ERIC, 10.55

"This report describes the children, their families, and staff members who have participated in Project Head Start from its inception in the summer of 1965 through 1967."

Helge, Swen, and Pierce-Jones, John. THE RELATIONSHIP BETWEEN SPECIFIC AND GENERAL TEACHING EXPERIENCE AND TEACHER ATTITUDES TOWARD PROJECT HEAD START. Austin: University of Texas, Child Development Evaluation and Research Center, 1968. 39 pp.

One hundred and forty-five female Head Start teachers completed the AUTOBIOGRAPHICAL AND EXPERIENCE FORM developed by CDERC. Hypotheses of differences between testings, between groups, and interaction were tested by analysis of variations.

Hellmuth, Jerome, ed. DISADVANTAGED CHILD: HEAD START AND EARLY INTERVENTION. Vol. 2. New York: Brunner/Mazel, 1968. 613 pp. 12.50

"This volume includes a variety of papers reflecting the diverse issues and techniques involved in dealing with disadvantaged status and under-development. The articles address themselves to five key issues: (1) the relevance of genetic and environmental theories for educational practice, (2) the function of assessment in education, (3) the relation of health and nutritional status to development and learning, (4) the ecology of language development and reading proficiency, and (5) the problems of evaluating massive innovations in education."

Hellmuth, Jerome, ed. DISADVANTAGED CHILD: COMPENSATORY EDUCATION, A NATIONAL DEBATE. Vol. 3. New York: Brunner/Mazel, 1970. 466 pp. 12.50

This volume presents papers on all aspects of the compensatory education debate. It is divided into three parts: history and issues, testing and evaluation, and programs and practices.

Hess, Robert D.; Gordon, Ira; and Scheinfeld, Daniel. INTERVENTION IN FAMILY LIFE: PROCEEDINGS OF HEAD START RESEARCH SEMINAR #5. Princeton, New Jersey: Educational Testing Service, 1969. 119 pp. ERIC, 6.05

The three papers that comprise this seminar are "Parental Behavior and Children's School Achievement Implications for Head Start," "Developing Parent Power," and "On Developing Developmental Families."

Hess, Robert D.; Kramer, Richard; Slaughter, Diana; Torney, Judith; Berry, Carla; and Hull, Ethel. TECHNIQUES FOR ASSESSING COGNITIVE AND SOCIAL ABILITIES OF CHILDREN AND PARENTS IN PROJECT HEAD START. Chicago: University of Chicago, 1966. 139 pp. ERIC, 5.64

Extensive testing of preschool pupils at four Head Start centers in Chicago was conducted in order to develop and evaluate measuring instruments for assessing the cognitive capacities of disadvantaged children.

Hymes, James L. Jr. EARLY CHILDHOOD EDUCATION: AN INTRODUCTION TO THE PROFESSION. Washington, D.C.: National Association for the Education of Young Children, 1968. 48 pp. 1.25

Hymes describes Head Start as the "firecracker" that has most recently aroused the country's concern for young children. He then looks at both older and newer programs and the different directions they have taken. He concludes with 10 problems that must be faced in the field of early childhood education.

THE IMPACT OF HEAD START: AN EVALUATION OF THE EFFECTS OF HEAD START ON CHILDREN'S COGNITIVE AND AFFECTIVE DEVELOPMENT. Vol. I, Text and Appendices A-E. Vol. II, Appendices F-J. Westinghouse Learning Corporation/Ohio University, 1969. 956 pp. 12.00

This study conducted a systematic review and assessment of the comparative long-term effectiveness of summer and full-year Head Start programs across the country in advancing the cognitive and affective development of the children of poverty.

Jacobson, Claire. WORK RELATIONS BETWEEN PROFESSIONALS AND PARAPROFESSIONALS IN HEAD START: INTERIM REPORT APRIL 1, 1969 - AUGUST 31, 1970. New York: Bank Street College of Education, 1970. 50 pp. Free

"This report focuses on the differences in work relations between, on the one hand, teachers and teacher aides and, on the other, social workers and social service aides. The data on the basis of which these differences are explicated come from in-depth interviews, classroom observations, and meetings at the Head Start centers."

Katz, Lilian G. CHILDREN AND TEACHERS IN TWO TYPES OF HEAD START CLASSES. Urbana: University of Illinois, 1969. 13 pp. ERIC, .80

A study of the effectiveness of the traditional and the experimental approach to Head Start classrooms revealed that "actual application of social learning theory requires more than agreement with its principles."

Klein, Jenny. HEAD START PLANNED VARIATION PROGRAM, 1969. 5 pp. ERIC, .35

"There is little agreement concerning which methods of preschool intervention are most effective. In order to evaluate several approaches to early childhood education, Project Head Start, in conjunction with Project Follow Through, has initiated the Planned Variation program. With pilot projects in eight schools, evaluation will involve comparison of the development of children participating in the programs with that of children attending regular Head Start programs within the same community or in a similar community."

Lamb, Howard E.; Ziller, Robert C.; and Maloney, Alan W. THE DEVELOPMENT OF SELF-OTHER RELATIONSHIPS DURING PROJECT HEAD START. Newark: University of Delaware, 1965. 178 pp. ERIC, 17.80

The objectives of this study were to investigate whether Project Head Start would produce positive changes in self and self-other relationships, and as a means of differentiating program effectiveness, to investigate the relationship between certain characteristics of Head Start teachers and self and self-other changes in their students.

Mann, Edward T., and Elliot, C. Courtney. "Assessment of the Utility of Project Head Start for the Culturally Deprived: An Evaluation of Social and Psychological Functioning." TRAINING SCHOOL BULLETIN 64(1968): 119-25

Reported here is the first phase of research dealing with the effects of Project Head Start on affective and cognitive functioning of disadvantaged children in the rural Southwest.

Medinnus, Gene R. "Head Start: An Examination of Issues." In CHILD AND ADOLESCENT PSYCHOLOGY: BEHAVIOR AND DEVELOPMENT, edited by G. R. Medinnus and R.C. Johnson, pp. 411-421. New York: Wiley, 1970. 9.95

Three main issues of Head Start are discussed: (1) the importance of intensive cognitive stimulation in programs designed for the culturally disadvantaged child; (2) the desirability of providing structure in such programs; and (3) differences between the mother role and the teacher role.

Miller, Louise B., and Dyer, Jean L. TWO KINDS OF KINDERGARTEN AFTER FOUR TYPES OF HEAD START. Louisville, Kentucky: University of Louisville, 1971. 47 pp.

Results, reported at the end of the second year, of a three-year comparison of four pre-kindergarten programs: Bereiter-Engelmann, DARCEE, Montessori and traditional. Children were tested at the beginning, middle, and end of the year on a battery of tests and rating scales, including Stanford-Binet, Preschool Inventory, Curiosity Box, Replacement Puzzle, Dog and Bone, Behavior Inventory and Embedded Figures.

Mueller, Carol-Coe Conway. CAREER DEVELOPMENT IN HEAD START: THE TEACHING AND COMMUNITY SERVICE LADDERS. Vol. II. New York: Bank Street College of Education, 1970. 117 pp. Free

An explanation of career ladders is provided in this booklet, as well as sections describing ways of supporting career ladders.

Mueller, Carol-Coe Conway. CAREER DEVELOPMENT IN HEAD START: COMPONENTS, ROLES AND PROGRAMS OPTIONS. Vol. I. New York: Bank Street College of Education, 1970. 138 pp. Free

Career development is outlined here according to its basic parts or components, and according to the steps to take in the career development of individual staff members. Included in the appendices are resource organizations and a bibliography of career development materials.

A NATIONAL SURVEY OF THE IMPACTS OF HEAD START CENTERS ON COMMUNITY INSTITUTIONS: SUMMARY REPORT. Washington, D.C.: Kirschner Associates, 1970. 19 pp. Free

This project was initiated to determine what role Head Start played in influencing changes in community institutions and to illuminate the general question of how to achieve change in local institutions through a nationwide educational innovation.

Nimnicht, Glen P. A PLAN FOR A COMPREHENSIVE TRAINING PROGRAM FOR HEAD START, DAY CARE, AND FOLLOW THROUGH. Berkeley: Far West Laboratory for Educational Research and Development, 1971. 17 pp.

Experiences and problems in an experimental training program for Head Start teachers and assistants, and a similar program for teachers in kindergarten through third grade, provide background material for this plan to train staff members for Head Start, day care, and Follow Through programs.

Nimnicht, Glen P.; Rayder, Nick; Yinger, Joanne; and Tuck, Betty. SUMMARY: AN EXPERIMENTAL TRAINING PROGRAM FOR HEAD START TEACHERS AND ASSISTANTS. Berkeley: Far West Laboratory for Educational Research and Development, 1970. 14 pp.

An in-service training program for Head Start teachers and assistants, using the Responsive Model Head Start Program, is described in this report.

North, A. Frederick, Jr. "Project Head Start: Its Implications for School Health." AMERICAN JOURNAL OF PUBLIC HEALTH 60(1970):698-703

The author believes that the relative success of Project Head Start can provide a strong impetus to change in school health programs. He elaborates on the seven areas in which he sees the experience of Head Start having major implications for school health.

ONE GIANT STEP: A GUIDE FOR HEAD START AIDES. Washington, D.C.: National Association for the Education of Young Children, 1969. 32 pp. .75

This booklet is written for day care aides "to give the important ideas about a new kind of job, with a special group of children, in a school that is not the same kind of school most teachers and aides remember from their own childhoods."

Osser, Harry. LANGUAGE CONTROL IN A GROUP OF HEAD START CHILDREN. Baltimore, Maryland: Johns Hopkins University School of Medicine, n.d. 5 pp. ERIC, .50

The research reported here was designed to study speech production, comprehension, and imitation in the same group of children. This assembly of studies is believed to reveal more about the child's control of the possibilities of the linguistic system than the study of a single process.

PARENT INVOLVEMENT: A WORKBOOK OF TRAINING TIPS FOR HEAD START STAFF. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969. 91 pp.

This book deals with parent participation as one of the keystones of community action programs.

Parker, Ronald K.; Ambron, Sueann; Danielson, Gary I.; Halbrook, Mary C.; and Levine, Janet A. AN OVERVIEW OF COGNITIVE AND LANGUAGE PROGRAMS FOR 3, 4, AND 5 YEAR OLD CHILDREN. Atlanta, Georgia: Southeastern Education Laboratory, 1970. 203 pp. 2.00

This report contains a brief descriptive overview of selected educational programs for three-, four-, and five-year-old children. The six sections are: (1) a selection of the major references in early education; (2) outlines of the major programs; (3) abstracts of six comparative research projects on curriculum; (4) outlines of developing programs; (5) outlines of effective curriculum components and ideas; and (6) the implications of the review.

Pierce-Jones, John. MIDDLE CLASS MOTHER-TEACHERS IN AN EXPERIMENTAL PRESCHOOL PROGRAM FOR SOCIALLY DISADVANTAGED CHILDREN. Austin: Texas University, 1968. 59 pp. ERIC, 3.05

"A short term preschool readiness program was designed in 1967 to employ nonpedagogically trained middle class mothers as teachers for preschool disadvantaged children."

Pierce-Jones, John. OUTCOMES OF INDIVIDUAL AND PROGRAMMATIC VARIATIONS AMONG PROJECT HEAD START CENTERS, SUMMER, 1965. Austin: University of Texas, 1966. 265 pp. ERIC, 10.68

A 15-month evaluation of the 1965 summer Head Start programs was conducted throughout Texas. A schematic model was developed that portrayed interacting factors operating through Head Start programs to produce and predict changes in educational development and in out-of-school environment. The one salient conclusion drawn from the report is that the 1965 summer Head Start program in Texas changed the children in variable, yet generally significant predictable ways, such as in school readiness.

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian region.

PROJECT HEAD START AT WORK: REPORT OF A SURVEY OF 335 PROJECT HEAD START CENTERS. New York: Institute for Educational Development, 1966. 56 pp. ERIC, 2.90

"A national observer team surveyed 335 Head Start centers during an eight-week summer period to locate useful innovations and developments in preschool education methods which might have future implications for the whole educational system."

PROJECT HEAD START CAREER PLANNING PROGRESSION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 36 pp. Free

As part of its policy of providing employment and development opportunities for low-income residents of Head Start communities, Head Start initiated a program of career development. Included is this booklet is information on career progression plans, salary advancements and advancement criteria.

PROJECT HEAD START EQUIPMENT AND SUPPLIES: GUIDELINES FOR ADMINISTRATORS AND TEACHERS IN CHILD DEVELOPMENT CENTERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 26 pp. Free

A part of the career development program of Head Start, the contents of this booklet include "The New Employee," "Evaluation Forms," and "The Progress and Planning Discussion."

PROJECT HEAD START: EVALUATION AND RESEARCH SUMMARY, 1965-67. Washington, D.C.: Office of Economic Opportunity, 1967. 15 pp. ERIC, .90

"Project Head Start has as its goal the improvement of the child's physical health, intellectual performance, social attitudes, and sense of self. Head Start children perform significantly better than low-income children who do not participate in Head Start. There remain questions about the endurance of the gains made and about the relative merits of the short summer program compared to the year-long program."

PROJECT HEAD START HEALTH SERVICES: A GUIDE FOR PROJECT DIRECTORS AND HEALTH PERSONNEL. Washington, D.C.: Office of Economic Opportunity, 1967. 73 pp. Free

This guide gives the rationale for the Head Start health program and a detailed description of the requirements and procedures of administration -- financial, medical, record keeping, and so forth.

PROJECT HEAD START NUTRITION: BETTER EATING FOR A HEAD START. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 12 pp. Free

This pamphlet discusses good nutritional policy and the mechanics of providing Head Start meals, as well as the emotional and social meaning of food and mealtime.

PROJECT HEAD START NUTRITION-STAFF TRAINING PROGRAMS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1971. 36 pp. Free

This booklet is intended for use in the instruction of Head Start personnel. It has guidelines for administrators, teachers, and food service personnel.

PROJECT HEAD START RECRUITMENT AND SELECTION FOR A CHILD DEVELOPMENT CENTER. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 28 pp. Free

As part of the career development program, this booklet covers the following subjects: responsibility for recruitment and selection of paid staff, recruiting candidates, applicant files and records, selection policies, qualifications, and suggestions on selection procedures.

PROJECT HEAD START -- SUMMER 1966: FINAL REPORT. Princeton, New Jersey: Educational Testing Service, 1966. 188 pp.

This report contains the following sections: Some Characteristics of Children in the Head Start Program, Facilities and Resources of Head Start Centers, and Pupils and Programs. Appendices.

Rashid, Martha; Gordon, Ira; Haberman, Martin; and Richards, Helen. THE TEACHER AND CLASSROOM MANAGEMENT. Princeton, New Jersey: Educational Testing Service, 1968. 70 pp. ERIC, 3.60

Part of a series of seminars on Head Start research, this paper deals with the potential contribution of teacher style to classroom management. Suggestions are made for future research efforts directed toward improving educational programs for young children. A bibliography is included.

Rice, Robert R. "The Effects of Project Head Start and Differential Housing Environments upon Child Development." FAMILY COORDINATOR 18(1969):32-38

Through the Head Start Program, the development of children from different housing environments was examined, as well as the influence of various combinations of housing environments with both participation and non-participation of disadvantaged children in Head Start.

Rusk, Bruce A. AN EVALUATION OF A SIX-WEEK HEAD START PROGRAM USING AN ACADEMICALLY ORIENTED CURRICULUM: CANTON, 1967. Urbana: University of Illinois, 1968. 43 pp. ERIC, 2.55

A study was conducted to see if children in a six-week Head Start program in Canton, Ohio, would make greater cognitive gains in an academically structured curriculum than in a less-structured one. Results showed that, over a short term, those in the structured curriculum made greater gains.

Skinner, Vincent P. NIGHT SWEEPS THE NORTH COUNTRY: A DOCUMENT FOR THE IMPLEMENTATION OF INNOVATIVE PRESCHOOL PROGRAMS FOR LOWER SOCIO-ECONOMIC BACKGROUND MAINE CHILDREN: IMPLICATIONS FOR THE DESIGN AND CREATION OF CHANGE FOR NORTHERN NEW ENGLAND. Farmington State College Press, 1970. 38 pp. ERIC, 1.05

"A review of literature is given in sections devoted to (1) some issues and implications for the design of preschool programs for rural children, (2) a possible alternative to the current dilemma, (3) Open Education, (4) some goals for a preschool program, (5) classroom appearance and structure, and (6) the problem of evaluation. The last section describes the innovative Headstart program in Washington County, Maine, which is based on the concept of Open Education."

Smith, Marshall S. "Report Analysis: The Impact of Head Start."
HARVARD EDUCATIONAL REVIEW 40(1970):51-104

"The Westinghouse-Ohio national evaluation of Head Start evoked criticism from both social scientists and statisticians when it was issued last spring. The authors present a history of Head Start and of the national evaluation. They raise serious questions about the sampling procedure used in the study, and they present the results of a re-analysis which suggests that some full-year Head Start centers were effective, particularly those with black children in urban areas. Policy implications discussed by the authors focus on the relationship between program evaluation and public policy."

A STUDY IN CHILD CARE 1970-71. Volume I: Findings; Volume IIA: Center Case Studies; Volume IIB: Systems Case Studies; Volume III: Costs and Quality Issues for Operators. Cambridge, Massachusetts: Abt Associates, 1971. 1361 pp. 25.00

The purpose of this study was to seek out and describe formal child care arrangements of good quality and investigate the cost of reproducing the centers and home care arrangements. Twenty centers are described in depth in volumes IIA and IIB. An analysis of the common structure and characteristics of these 20 centers, plus three center designs for 25, 50, and 75 children are presented in volume III.

Waller, David A., and Conners, C. Keith. A FOLLOW-UP STUDY OF INTELLIGENCE CHANGES IN CHILDREN WHO PARTICIPATED IN PROJECT HEADSTART. Baltimore, Maryland: Johns Hopkins University of Medicine, n.d. 19 pp. ERIC, 1.90

Children who had participated in a six-week Operation Head Start program were found to have made relatively enduring gains in "verbal intelligence", when compared with 83 matched controls who had not attended the program, in retesting nine months after the completion of the program. However, a leveling effect appeared to be taking place, with the controls beginning to catch up.

Weber, James Patrick. SELECTED CHARACTERISTICS OF THE CHILD'S SOCIAL ENVIRONMENT AND THE RELATIONSHIP OF THESE CHARACTERISTICS TO SUBSEQUENT MEASURES IN HEAD START CLASSES. Ph.D. dissertation, Michigan State University, 1968. 207 pp.

"This study sought to examine the relationship between the social environment of the child as it existed during the four years previous to entrance into Head Start and the measures taken on the child's behavior shortly after entrance into Head Start classes."

Willerman, Emily G.; Newton, Virginia S.; and Bussis, Dale E. A DIGEST OF THE RESEARCH ACTIVITIES OF REGIONAL EVALUATION AND RESEARCH CENTERS FOR PROJECT HEAD START (SEPTEMBER 1, 1966, TO NOVEMBER 30, 1967). New York: Institute for Educational Development, 1968. 134 pp. ERIC, 8.05

"A summary of the research activities of thirteen Head Start regional evaluation centers is presented in three sections: research on children, research on parents and families, and reserach on classrooms, teachers, and social organizations of Head Start centers."

Williams, Walter. "The Politics of Evaluation: The Case of Head Start." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE 385(1969): 118-32

"The notion underlying much of the war on poverty -- that effective programs could be developed quickly and launched full-scale (and Head Start was a prime case) -- was being called into question by the type of evaluative analysis that lay at the base of the planning, programming, and budgeting system initiated late in 1965. This paper traces both the events that led up to the controversy and the controversy itself in order to look at the implications for future policy."

Willmon, Betty Jean. THE INFLUENCE OF PARENT PARTICIPATION AND INVOLVEMENT ON THE ACHIEVEMENT OF PUPILS ATTENDING THE LEON COUNTY HEAD START PROGRAMS AS MEASURED BY THE READING READINESS TEST. Ph.D. dissertation, Florida State University, 1967. 73 pp.

"The purpose of this study was to investigate the effect of parent participation in Head Start on student achievement as measured by the Metropolitan Reading Test."

Wolff, Max. "Is the Bridge Completed?" CHILDHOOD EDUCATION 44(1967): 12-15

Wolff has described the world of the ghetto child in terms of two sides of a river; one side is his home and entire culture; the other is the prevailing middle-class society. He says that the school must be the bridge that unites the two peoples and that

Head Start has made a sincere effort in this direction. However, Wolff sees continued public schooling as destroying Head Start's bridge without any new ones being erected.

Wolff, Max, and Stein, Annie. SIX MONTHS LATER: A COMPARISON OF CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN KINDERGARTEN. New York: Yeshiva University, 1966. 83 pp. ERIC, 4.00

Kindergartens in four public elementary schools in New York City were studied to determine whether a positive development effect had resulted from a summer Head Start program.

C. INFANT PROGRAMS

AMERICAN JOURNAL OF ORTHOPSYCHIATRY 49(1970):197-264. 3.00

Orthopsychiatry as a term was developed to project the idea of multidisciplinary treatment before the patient's problems become acute. This volume contains a digest of the papers presented at the 1970 annual meeting of the American Orthopsychiatric Association. Of particular interest are the sections on children, school mental health, and paraprofessionals.

Arnote, Thelma E. LEARNING AND TEACHING IN A CENTER FOR THE CARE OF INFANTS AND TODDLERS: A DESCRIPTIVE REVIEW OF EXPERIENCE WITH STAFF DEVELOPMENT. Greensboro: University of North Carolina, 1969. 26 pp.

"The purpose of the project is to demonstrate an optimum environment for children under three years of age in daytime group care." Appendices.

Black, Jonathan. "Oasis in East Harlem." SATURDAY REVIEW, 20 February 1971, p. 52

This article describes the East Harlem Block School Day Care Center, which is part of the East Harlem Block Schools, a cluster of schools managed and controlled entirely by parents. The clash between such parent-run programs and the "day-care establishment" is discussed. Some encouragement is found in Mayor Lindsay's task-force report which recommended, among other things, "strong parent involvement in all early-childhood centers."

Caldwell, Bettye M. "Programmed Day Care for the Very Young Child--A Preliminary Report." JOURNAL OF MARRIAGE AND THE FAMILY 26(1964): 481-88

"This paper describes a recently initiated program which has as its aim the development of a day care program for children three years of age and under to foster their subsequent educability."

Caldwell, Bettye M., and Richmond, Julius B. THE CHILDREN'S CENTER--A MICROCOSMIC HEALTH, EDUCATION, AND WELFARE UNIT. Syracuse: State University of New York, Upstate Medical Center, Department of Pediatrics, Children's Center, 1967. 46 pp. ERIC, 1.84

The Children's Center was founded as a research and demonstration day care center for very young children. Eighty-five children aged six months to five years of age come to the center from both low-income homes in which the mother works and middle-class homes in which the mother does not work. The center is organized around three ongoing programs: health, education, and welfare.

Caldwell, Bettye M.; Wright, Charlene M.; Honig, Alice S.; and Tannenbaum, Jordan. **INFANT DAY CARE AND ATTACHMENT.** Syracuse, New York: Syracuse University, Children's Center, 1969. 30 pp. ERIC, 1.60

"In a longitudinal study, a group of 41 children from lower class families were examined for differences in child-mother and mother-child attachment patterns at 30 months of age. . . It was concluded that infant day care programs can contribute positively to the cognitive, social, and emotional development of the child without harming the child's emotional attachment to the mother."

"Five Projects Listed for Harlem Area: To Cost \$4 Million." **NEW YORK TIMES**, 20 January 1969, p. 39

A \$1.5 million day-care center program, staffed by community residents, to take care of three-month- to six-year-old children of working parents was one of the Model Cities projects listed for the Harlem area.

Gordon, Ira J. **PARENT INVOLVEMENT IN COMPENSATORY EDUCATION.** Urbana: University of Illinois Press, 1968. 87 pp. 2.50

The first chapter of this book presents a background of current thinking about the effects of the family on the intellectual and personal development of the child, the effects of culture upon the family's way of life, and thus on the child. The second chapter describes university-based programs for which some research data are available. The third chapter presents some of the programs and research findings which have their origins in legislation. In the final chapter, the writer gives a status report of how the field looks to him and presents some suggestions and guidelines concerning where it needs to go.

Gray, Susan W. **INTERVENTION WITH MOTHERS AND YOUNG CHILDREN: THE FOCAL ENDEAVOR OF A RESEARCH AND TRAINING PROGRAM.** Nashville: George Peabody College for Teachers, n.d. 19 pp. Free

"This is a discussion of the research from our center relevant to Dr. James O. Miller's paper, 'Cultural Deprivation and Its Modification--Effects of Intervention.' Thus I shall present our research program as it bears on the modification of cultural deprivation through specially designed intervention programs."

IT WORKS SERIES: SUMMARIES OF SELECTED COMPENSATORY EDUCATION PROJECTS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1970. 33 pp. .35

Compensatory education projects across the country were reviewed by the American Institute for Research in the Behavioral Sciences, and 31 of them were identified as among the most successful. Each of the 31 projects is briefly summarized in this booklet.

Keister, Mary Elizabeth. "THE GOOD LIFE" FOR INFANTS AND TODDLERS: GROUP CARE OF INFANTS. Washington, D.C.: National Association for the Education of Young Children, 1970. 48 pp. 1.50

Report on a demonstration project for the group care of infants at the University of North Carolina.

Keister, Mary Elizabeth. A REVIEW OF EXPERIENCE--ESTABLISHING, OPERATING, EVALUATION: A DEMONSTRATION NURSERY CENTER FOR THE DAYTIME CARE OF INFANTS AND TODDLERS, 1967-1970. Greensboro: University of North Carolina, 1970. 66 pp.

In the first phase of this project (1967-70) major attention was given to the problems of establishing, operating, and evaluating the day care center. Phase II (1970-73) will focus on the production of training, educational, and interpretive materials relating to infant/toddler care.

McConnell, Beverly. GROUP CARE OF INFANTS IN MIGRANT DAY CARE CENTERS. Paper presented at American Public Health Association Annual Meeting, 28 October 1970. Free

The struggle to provide group day care for infant children of migrants in Washington State finally resulted in OEO funding of large-scale experimentation in group infant care. In describing the project, the author explores these topics: staff-child ratio, requirement of medically trained personnel, health examination before admission, prohibition of giving medication, and benefits of a group care program.

MODEL PROGRAMS CHILDHOOD EDUCATION: CENTER FOR EARLY DEVELOPMENT AND EDUCATION, LITTLE ROCK, ARKANSAS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 18 pp. .20

This combined education and day care project serves children from six months to 12 years. The program also includes a teacher-training program, a research program in child development, a training center for child care aides, and a variety of supportive family services.

MODEL PROGRAMS CHILDHOOD EDUCATION: DEMONSTRATION NURSERY CENTER FOR INFANTS AND TODDLERS, GREENSBORO, NORTH CAROLINA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .20

This day care center for children from 2 1/2 months to 3 years seeks to answer many of the questions asked about group care for very young children.

Painter, Genevieve. INFANT EDUCATION. San Rafael, California: Dimensions Publishing Company, 1968. 156 pp. 3.50

"This monograph is the report of a research study of twenty infants, done at the University of Illinois. Ten of them, as the experimental group, were given a structured educational program in their homes, starting when they were between eight and twenty-four months old, one hour per day, five days per week, over a period of one year. The other ten, the control group, as closely correlated as possible in a practical situation, were not given the structured program but were allowed to progress 'normally' in their own environments. The two groups were compared at the end of the year: the experimental group was found to be significantly higher in general IQ and in areas of language and conceptual development."

Painter, Genevieve. A RATIONALE FOR A STRUCTURED EDUCATIONAL PROGRAM AND SUGGESTED ACTIVITIES FOR CULTURALLY DISADVANTAGED INFANTS. Urbana: University of Illinois, 1968. 15 pp. ERIC, .85

The author stresses the importance of preschool programs to prevent educational deficiencies. This paper presents a rationale for the structure of infant education to be used by teachers, paraprofessionals, and parents. Language and conceptual task development are stressed.

PRESCHOOL BREAKTHROUGH: WHAT WORKS IN EARLY CHILDHOOD EDUCATION. Washington, D.C.: National School Public Relations Association, 1970. 48 pp. 4.00

"This report is designed to help school personnel to prepare for the mass of preschoolers headed their way." It reviews the philosophies and controversies of early childhood education, offers a guide to the Federal apparatus in relation to child-care legislation, comments on the ferment in state and local communities over control of programs, and gives detailed descriptions of programs which have been found to be effective with young children.

PROCEEDINGS: EARLY CHILDHOOD INTERVENTION RESEARCH CONFERENCE. Tampa: University of Florida, Institute III: Exceptional Children and Adults and Early Childhood Education, 1970. 106 pp. Free

There are at least two directions in which current models of educating children can be expanded: first, the educational process really should not be limited to any arbitrary chronological age

restrictions and second, expansion of traditional programs should involve the recognition that the educational enterprise cannot be the total responsibility of professional educators.

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970.

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian region.

A STUDY IN CHILD CARE 1970-71. Volume I: Findings; Volume IIA: Center Case Studies; Volume IIB: Systems Case Studies; Volume III: Costs and Quality Issues for Operators. Cambridge, Massachusetts: Abt Associates, 1971. 1361 pp. 25.00

The purpose of this study was to seek out and describe formal child care arrangements of good quality and investigate the cost of reproducing the centers and home care arrangements. Twenty centers are described in depth in volumes IIA and IIB. An analysis of the common structure and characteristics of these 20 centers, plus three center designs for 25, 50, and 75 children, are presented in volume III.

UNC-G DEMONSTRATION NURSERY CENTER FOR INFANTS AND TODDLERS: A SUMMARY OF THE ESSENTIAL UNDERSTANDINGS BETWEEN THE DEMONSTRATION NURSERY CENTER AND ITS PATRONS. Mimeographed. Greensboro: University of North Carolina, 1970. 4 pp.

This pamphlet for parents explains the center's operation in such areas as health and safety, food and clothing, fees, communication between center and home, and attendance and hours.

Waldgeir, Max. PROPOSED POLICIES AND PROCEDURES FOR FUNDING DAY CARE CENTERS. Mimeographed. New York: Human Resources Administration, 1970. 51 pp. Free

Included in these proposed policies are policies on funding of group day care centers, checklist of requirements for continuing and interim funding of day care centers, applying for day care funding procedures, salary scale for day care center employees, sample annual budgets for day care centers, and guidelines for group day care of infants.

Weber, Evelyn. EARLY CHILDHOOD EDUCATION: PERSPECTIVES ON CHANGE.
Worthington, Ohio: Charles A. Jones Publishing Company, 1970.
202 pp. 7.50

This is a review of innovative teaching procedures for young children from infancy to age eight or nine. The book has sections on general trends in early childhood education; forces propelling change; and programs for infants and toddlers, for children from two to five, and for children in the primary grades.

Witmer, Helen L., and Gershenson, Charles P. ON REARING INFANTS AND YOUNG CHILDREN IN INSTITUTIONS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1967. 90 pp. .50

The purpose of the conference reported here was to consider whether child-care institutions can be designed, staffed, and operated in such a way that they can adequately meet the developmental needs of infants and young children.

D. PRESCHOOL EDUCATION PROGRAMS

AMERICAN JOURNAL OF ORTHOPSYCHIATRY 49(1970):197-364. 3.00

Orthopsychiatry as a term was developed to project the idea of multidisciplinary treatment before the patient's problems become acute. This volume contains a digest of the papers presented at the 1970 annual meeting of the American Orthopsychiatric Association. Of particular interest are the sections on children, school mental health, and paraprofessionals.

Barbrack, Christopher R.; Gilmer, Barbara R.; and Goodroe, Paula C. "Information on Intervention Programs of the Demonstration and Research Center for Early Education." DARCEE PAPERS AND REPORTS, vol. 4, no. 6, Nashville: George Peabody College for Teachers, 1970. 8 pp. Free

The central mission of DARCEE is to develop knowledge that will lead to improving the educability of young children, with an emphasis on children from low-income homes. This report describes the programs with disadvantaged children and their parents implemented in DARCEE's first four years.

Bereiter, Carl, and Engelmann, Siegfried. TEACHING DISADVANTAGED CHILDREN IN THE PRESCHOOL. Englewood Cliffs, New Jersey: Prentice-Hall, 1966. 312 pp. 9.75

This book offers a program of compensatory education for disadvantaged children before they enter first grade. Most of the book is devoted to a detailed presentation of teaching methods and curricula that have been found effective.

Bereiter, Carl; Washington, Ernest D.; Engelmann, Siegfried; and Osborn, Jean. CURRICULUM DEVELOPMENT AND EVALUATION. Urbana: University of Illinois, 1969. 130 pp. ERIC, 7.05

Seven studies were undertaken to extend the development and testing of an academically oriented preschool program for disadvantaged children. For each study, the hypothesis, procedure, population, method, and results are recorded.

Berger, Barbara. A LONGITUDINAL INVESTIGATION OF MONTESSORI AND TRADITIONAL PREKINDERGARTEN TRAINING WITH INNER CITY CHILDREN: A COMPARATIVE ASSESSMENT OF LEARNING OUTCOMES. New York: Center for Urban Education, 1969. 156 pp. Free

The effects of training during the first year of schooling were assessed from two evaluation perspectives: perceptual and cognitive skills, and cognitive style patterning. A follow-up study of the effects of training at the end of kindergarten forms the third part of the study.

Berson, Minnie Perrin. "Save Them Young: New York State's Prekindergarten Program." AMERICAN EDUCATION 3(1967). (Reprint available from Government Printing Office, Washington, D.C. 4 pp. .10)

Governor Nelson Rockefeller proposed the first state-supported pre-kindergarten program in the history of American education. The pre-kindergarten program was to be a quality program, based on existing knowledge of what children are like, how they behave, and how they learn, and included an experimental effort to work closely with individual disadvantaged pre-kindergarten children and their parents.

Borosage, Vera. A STUDY OF THE EFFECT OF NURSERY SCHOOL EXPERIENCE ON INTELLECTUAL PERFORMANCE AT TWO SOCIO-ECONOMIC LEVELS. Ph.D. dissertation, Michigan State University, 1969. 145 pp.

An attempt was made to assess the effect of a conventional comprehensive nursery school experience on the intellectual performance of disadvantaged children from a lower-class milieu and children from a middle-class background.

Bowles, Samuel. "The Determinants of Scholastic Achievement -- An Appraisal of Some Recent Evidence." JOURNAL OF HUMAN RESOURCES 3(1968):3-24

"This study assesses some of the more highly publicized and controversial conclusions of EQUALITY OF EDUCATIONAL OPPORTUNITY by James S. Coleman, et al. The Coleman Report, published by the U.S. Office of Education in 1966, concluded that per-pupil expenditures and school facilities show very little relation to student achievement levels and the effect of a student's peers on his achievement level is more important than any other influences. The present paper scrutinizes the data and the statistical analysis on which these findings are based. It is suggested that because of poor measurement of school resources, inadequate control for social background, and inappropriate statistical techniques used in the presence of interdependence among independent variables, many of the findings of the report are not supported."

Caldwell, Bettye M. "Programmed Day Care for the Very Young Child -- A Preliminary Report." JOURNAL OF MARRIAGE AND THE FAMILY 26(1964): 481-88

"This paper describes a recently initiated program which has as its aim the development of a day care program for children three years of age and under to foster their subsequent educability."

DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION. Nashville: George Peabody College for Teachers, 1968. 24 pp. Free

DARCEE was established in 1966 to focus on young deprived children, primarily under six, and their families. The function is threefold: research, demonstration, and training.

Di Lorenzo, Louis T.; Salter, Ruth; and Brady, James J. PREKINDERGARTEN PROGRAMS FOR EDUCATIONALLY DISADVANTAGED CHILDREN. Albany: University of the State of New York, The State Education Department, Office of Research and Evaluation, 1969. 259 pp. Free

This report presents the results of a study on the effects of year-long pre-kindergarten programs for disadvantaged children from July 1965 to July 1969. The major factors considered were intelligence, language, self-concept, and physical development.

Erickson, Edsel L.; McMillan, Joseph; Bonnell, Jane; Hofmann, Louis; and Callahan, Orel D. EXPERIMENTS IN HEAD START AND EARLY EDUCATION: THE EFFECTS OF TEACHER ATTITUDE AND CURRICULUM STRUCTURE ON PRESCHOOL DISADVANTAGED CHILDREN. Kalamazoo, Michigan: Kaars X-Press Printing, 1969. 179 pp. 6.25

The experiments are focused on the question of whether the levels of academic achievement of disadvantaged preschool and kindergarten children can be improved through compensatory educational programs to a level equal to, or higher than, national norms, and the effects of such programs on the social and personal adjustment of the students.

EXEMPLARY AND INNOVATIVE PRESCHOOL CHILD DEVELOPMENT DEMONSTRATION CENTERS, 1966-1969. Kalamazoo, Michigan: School District of the City of Kalamazoo, 1969. 75 pp. ERIC, 3.85

This report on the first three years of a preschool project in Kalamazoo cites two program aims: to maximize the potential of each preschool child and to involve parents and community agencies in the project. The report also describes the objectives of the program and the areas in which objectives are being met.

EXEMPLARY EDUCATION FOR EARLY CHILDHOOD. Greeley, Colorado: Weld County School District Six, 1968. 71 pp. Free

This proposal for continued Title III funding gives the purpose of this project as the development of an exemplary program in early childhood education. Teacher aides have been widely used in the project, and many innovative practices have been introduced.

Fox, Clara. PROGRESS REPORT ON THE UNITED NEIGHBORHOOD HOUSES INTEGRATED PRE-SCHOOL AND PARENT OPPORTUNITY CENTER PROGRAM. New York: National Federation of Settlements and Neighborhood Centers, 1966. 11 pp. .50

The gains, limitations, problems, and future plans of this innovative program are described in this report.

Gordon, Ira J. PARENT INVOLVEMENT IN COMPENSATORY EDUCATION. Urbana: University of Illinois Press, 1968. 87 pp. 2.50

The first chapter of this book presents a background of current thinking about the effects of the family on the intellectual and personal development of the child, the effects of culture upon the family's way of life, and thus on the child. The second chapter describes university-based programs for which some research data are available. The third chapter presents some of the programs and research findings that have their origins in legislation. In the final chapter, the writer gives a status report of how the field looks to him and presents some suggestions and guidelines concerning where it needs to go.

Gray, Susan W. SELECTED LONGITUDINAL STUDIES OF COMPENSATORY EDUCATION -- A LOOK FROM THE INSIDE. Nashville: George Peabody College for Teachers, 1969. 13 pp. ERIC, .75

"This document, prepared for a symposium on preschool compensatory programs, makes preliminary comments on the difficulty of program assessment and tight experimental design, on the necessity of in-depth involvement, and on the need for vigilance in maintaining an experimental condition."

Gray, Susan W., and Klaus, Rupert A. AN EXPERIMENTAL PROGRAM FOR CULTURALLY DEPRIVED CHILDREN. Nashville: George Peabody College for Teachers, 1964. 18 pp. Free

"The particular research is an intervention project with young children. It has as its major purpose an attempt to see if it is possible, by specially planned techniques, to offset the progressive retardation in cognitive development and school achievement that characterizes the culturally deprived child as he passes through his years of schooling."

Harned, Barbara Joan. RELATIONSHIPS AMONG THE FEDERALLY SPONSORED NURSERY SCHOOLS OF THE 1930's, THE FEDERALLY SPONSORED DAY CARE PROGRAM OF THE 1940's, AND PROJECT HEAD START. Ed.D. dissertation, Rutgers University, 1968. 165 pp.

For each of the three programs examined, the author identifies relationships among their purposes, mode of implementation, scope, and, so far as is feasible, results.

Hellmuth, Jerome, ed. DISADVANTAGED CHILD: COMPENSATORY EDUCATION, A NATIONAL DEBATE. Vol. 3. New York: Brunner/Mazel, 1970. 466 pp. 12.50

This volume presents papers on all aspects of the compensatory education debate. It is divided into three parts: history and issues, testing and evaluation, and programs and practices.

IT WORKS SERIES: SUMMARIES OF SELECTED COMPENSATORY EDUCATION PROJECTS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1970. 33 pp. .35

Compensatory education projects across the country were reviewed by the American Institute for Research in the Behavioral Sciences, and 31 of them were identified as among the most successful. Each of the 31 projects is briefly summarized in this booklet.

Karnes, Merle B.; Hodgins, Audrey S.; Teska, James A.; and Kirk, Samuel A. INVESTIGATIONS OF CLASSROOM AND AT-HOME INTERVENTIONS. Urbana: University of Illinois, 1969. 300 pp. ERIC, 15.10

Comparisons were made of five programs to determine the relative effectiveness of different methods of preschool educational intervention for disadvantaged children. Included in this report are studies intended to provide instructional programs for children under three, and to find techniques to train mothers in home intervention.

Kraft, Ivor; Fuschillo, Jean; and Herzog, Elizabeth. PRELUDE TO SCHOOL: AN EVALUATION OF AN INNER-CITY PRESCHOOL PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Children's Bureau, 1968. 92 pp. 1.00

"The chief purpose of the report is to describe the accomplishments of the Howard University Preschool Project with respect to improving intellectual functioning, and to show with which sorts of children the project was most successful."

Mattick, Ilse. "Adaptation of Nursery School Techniques to Deprived Children; Some Notes on the Experience of Teaching Children of Multi-Problem Families in a Therapeutically Oriented Nursery School." JOURNAL OF THE AMERICAN ACADEMY OF CHILD PSYCHIATRY 4(1965):670-700

A nursery school for 21 children from "multiproblem, hard-to-reach" families was conceived as a means of extending work with the families by direct contact with the children.

Milich, Cynthia; Prescott, Elizabeth; and Jones, Elizabeth. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAMS. PART I: GROUP DAY CARE, A STUDY IN DIVERSITY. Pasadena, California: Pacific Oaks College, 1969. 145 pp. ERIC, 7.35

How does a community get group day care? Once it is obtained, how can the community regulate its quality? To answer these questions the report examines most aspects of every possible kind of group day care project, ranging from local church projects to federally funded programs. Bibliography.

Miller, Louise B., and Dyer, Jean L. TWO KINDS OF KINDERGARTEN AFTER FOUR TYPES OF HEAD START. Louisville, Kentucky: University of Louisville, 1971. 47 pp.

Results, reported at the end of the second year, of a three-year comparison of four pre-kindergarten programs: Bereiter-Engelmann, DARCEE, Montessori and traditional. Children were tested at the beginning, middle, and end of the year on a battery of tests and rating scales, including Stanford-Binet, Preschool Inventory, Curiosity Box, Replacement Puzzle, Dog and Bone, Behavior Inventory and Embedded Figures.

MODEL PROGRAMS CHILDHOOD EDUCATION: BILINGUAL EARLY CHILDHOOD PROGRAM, SAN ANTONIO, TEXAS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 18 pp. .20

This combined education and day care project serves children from six months to twelve years of age. The program also includes a teacher-training program, a research program in child development, a training center for child care aides, and a variety of supportive family services.

MODEL PROGRAMS CHILDHOOD EDUCATION: COGNITIVELY ORIENTED CURRICULUM, YPSILANTI, MICHIGAN. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 24 pp. .25

Educable mentally retarded three- and four-year-olds from disadvantaged homes are being given a preschool foundation that will enable them to start school in a regular classroom setting.

MODEL PROGRAMS CHILDHOOD EDUCATION: COMMUNITY COOPERATIVE NURSERY SCHOOL, MENLO PARK, CALIFORNIA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 11 pp. .15

Mothers of children in this nursery school participate in policy decisions as well as classroom activities.

MODEL PROGRAMS CHILDHOOD EDUCATION: CROSS-CULTURAL FAMILY CENTER, SAN FRANCISCO, CALIFORNIA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 12 pp. .15

Located in an interracial neighborhood, this nursery school represents a wide range of races, economies, and cultures. A multicultural curriculum seeks to promote racial understanding and acceptance.

MODEL PROGRAMS CHILDHOOD EDUCATION: DUBNOFF SCHOOL FOR EDUCATIONAL THERAPY, NORTH HOLLYWOOD, CALIFORNIA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 18 pp. .20

Students in this school suffer from emotional problems, perceptual problems, specific learning disabilities, minimal brain dysfunction, hyperactivity, or autism. An increased emphasis has been placed on helping children under five years, and the nursery has 30 students.

MODEL PROGRAMS CHILDHOOD EDUCATION: HARTFORD EARLY CHILDHOOD PROGRAM, HARTFORD, CONNECTICUT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 13 pp. .20

In an effort to restructure the educational program to better meet the needs of its children, Hartford's public school system has designed a program for four-year-olds to first graders. Although ideas have been borrowed from the Montessori approach and British infant school, the program has been established to meet the needs of the urban student.

MODEL PROGRAMS CHILDHOOD EDUCATION: THE MICRO-SOCIAL PRESCHOOL LEARNING SYSTEM, VINELAND, NEW JERSEY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 27 pp. .25

This preschool program emphasizes training in language and behavioral skill development, rather than mere day care. One of the assumptions of this learning system is the "life simulation assumption," that is, the classroom is perceived as a simulator for the development of transferable responses to the home, community, and next life state.

MODEL PROGRAMS CHILDHOOD EDUCATION: SPRINGFIELD AVENUE COMMUNITY SCHOOL, NEWARK, NEW JERSEY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 14 pp. .20

This program for young children from eighteen months through fourth grade includes parent shaping of the curriculum, parent involvement in diagnosis on the basis of tests and parent administrative activities. The school operates within the framework of the black urban life-style.

MODEL PROGRAMS CHILDHOOD EDUCATION: TACOMA PUBLIC SCHOOLS EARLY CHILDHOOD PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 14 pp. .20

To provide an early childhood education program for economically disadvantaged children, Tacoma pooled federal, state, and local funds. The program serves three-year-olds to third graders. A single curriculum model is used, based on the responsive environment model.

NURSERY SCHOOL EDUCATION, 1966-67. Washington, D.C.: National Education Association, 1968. 48 pp. 1.00

This study focuses on status, major administrative plans, organization patterns, personnel provisions, finance, and facilities pertaining to nursery school education.

Parker, Ronald K.; Ambron, Sueann; Danielson, Gary I.; Halbrook, Mary C.; and Levine, Janet A. AN OVERVIEW OF COGNITIVE AND LANGUAGE PROGRAMS FOR 3, 4, and 5 YEAR OLD CHILDREN. Atlanta, Georgia: Southeastern Education Laboratory, 1970. 203 pp. 2.00

This report contains a brief descriptive overview of selected educational programs for three-, four-, and five-year-old children. The six sections are (1) a selection of the major references in early education; (2) outlines of the major programs; (3) abstracts of six comparative research projects on curriculum; (4) outlines of developing programs; (5) outlines of effective curriculum components and ideas; and (6) the implications of the review.

"People Power for Children." AMERICAN EDUCATION 6(1967). (Available as a reprint from U.S. Government Printing Office, Washington, D.C. 14 pp. .30)

The five articles in this reprint describe a child-parent education center, community organizations, and school programs in which "citizen power" is a key element.

Plant, Walter T., and Southern, Mara L. EFFECTS OF PRESCHOOL STIMULATION UPON SUBSEQUENT SCHOOL PERFORMANCE AMONG THE CULTURALLY DISADVANTAGED. San Jose, California: San Jose State College, 1970. 55 pp. Free

A highly structured preschool program for very young disadvantaged Mexican-American children was run for two summers before school age was reached. Evaluations of the participants' school performances were made through kindergarten, first, and second grades.

PRESCHOOL BREAKTHROUGH: WHAT WORKS IN EARLY CHILDHOOD EDUCATION.
Washington, D.C.: National School Public Relations Association, 1970.
48 pp. 4.00

"This report is designed to help school personnel to prepare for the mass of preschoolers headed their way." It reviews the philosophies and controversies of early childhood education, offers a guide to the Federal apparatus in relation to child-care legislation, comments on the ferment in state and local communities over control of programs, and gives detailed descriptions of programs which have been found to be effective with young children.

PRESCHOOL CURRICULUM GUIDE FOR CHILDREN'S CENTERS IN CALIFORNIA.
Sacramento: California State Department of Education, 1968. 50 pp.
ERIC, 2.60

"This booklet explains the objectives and curriculum of the program used in the California Children's Centers. This program is based upon the belief that each child should have an opportunity to fulfill his total development as an individual."

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970.

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian Region.

PROJECT EARLY PUSH: BUFFALO, NEW YORK. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 12 pp. .20

This prekindergarten program was designed to provide disadvantaged children with a variety of experiences considered vital to later educational success.

REPORT AND RECOMMENDATIONS OF THE GOVERNOR'S ADVISORY COMMITTEE ON PRESCHOOL EDUCATIONAL PROGRAMS, PARTS I AND II. Sacramento: State of California, 1969. 23 pp. Free

This report describes California's tax-supported early childhood educational programs and makes recommendations to the governor and legislature for extensive future expansion of the program.

A STUDY IN CHILD CARE 1970-71. Volume I: Findings; Volume IIA: Center Case Studies; Volume IIB: Systems Case Studies; Volume III: Costs and Quality Issues for Operators. Cambridge, Massachusetts: Abt Associates, 1971. 1361 pp. 25.00

The purpose of this study was to seek out and describe formal child care arrangements of good quality and investigate the cost of reproducing the centers and home care arrangements. Twenty centers are described in depth in volumes IIA and IIB. An analysis of the common structure and characteristics of these 20 centers, plus three center designs for 25, 50, and 75 children, are presented in volume III.

Van den Daele, Leland D. PRESCHOOL INTERVENTION THROUGH SOCIAL LEARNING FOR DISADVANTAGED CHILDREN. Princeton, New Jersey: Educational Testing Service, 1970. (Reprinted from the JOURNAL OF NEGRO EDUCATION, Fall 1970, pp. 296-304)

"An intervention program was designed to provide the disadvantaged male with a competent model, a set of appropriate roles, and an opportunity for positive, role-derived interaction. Various strategies were implemented to enhance male status and promote imitative role-taking."

Van de Riet, Vernon; Van de Riet, Hani; and Sprigle, Herbert A. "The Effectiveness of a New Sequential Learning Program with Culturally Disadvantaged Preschool Children." JOURNAL OF SCHOOL PSYCHOLOGY 7(1968-69):5-15

"A group of twenty-four culturally deprived five-year-old children was brought into an experimental program of planned and guided learning experiences. A matched control group was exposed to a 'traditional' program and a second matched control group received no preschool program. Nine months after the experiment began nineteen developmental measures were obtained for each child. The performance of the experimental group on all of the measures was significantly superior to that of both control groups. The 'traditionally' trained group's performance was superior to that of the no-treatment group on about half the measures. A follow-up evaluation at the end of the first grade indicated that a significant developmental superiority remained for the experimental group."

Weber, Evelyn. EARLY CHILDHOOD EDUCATION: PERSPECTIVES ON CHANGE. Worthington, Ohio: Charles A. Jones Publishing Company, 1970. 202 pp. 7.50

This is a review of innovative teaching procedures for young children from infancy to age eight or nine. The book has sections on general trends in early childhood education; forces propelling change; and programs for infants and toddlers, for children from two to five, and for children in the primary grades.

Weikart, David P. PRELIMINARY RESULTS FROM A LONGITUDINAL STUDY OF DISADVANTAGED PRESCHOOL CHILDREN. Ypsilanti, Michigan: Ypsilanti Public Schools, 1967. 19 pp. ERIC, 1.05

The Perry Preschool Project is structured so that a group of disadvantaged three-year-old Negro children begins a two-year preschool program each year. Originally the program was very verbal-learning oriented, but it has been modified to make use of Piaget's cognitive development theories. The participants are tested each year, providing longitudinal data.

Whitney, David C., and Parker, Ronald K. THE DISCOVERY PROGRAM: A COMPREHENSIVE APPROACH TO EARLY EDUCATION. No publication data. 42 pp.

The Discovery Program is "a comprehensive educational system designed to enhance the learning of preschool children through involvement of both the children and their parents." This discussion describes the program in four areas: conceptualization of the curriculum, interacting components, operation of the entire program, and research.

Wolman, Thelma G., and Levenson, Dorothy. "Parent-School Partnership in Pre-Kindergarten." TEACHERS COLLEGE RECORD 69(1968):421-31

"This account of a program for involving parents in preschool education holds implications for teachers on all levels of the school system, especially for those who teach the children of the poor."

E. SCHOOL-AGE PROGRAMS

Almeida, Cynthia H. A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS. New York: Center for Urban Education, 1969. 76 pp. 2.00

This report is an evaluation of an ESEA Title I project, which was designed to continue the efforts of Project Head Start into the primary grades. Appendices.

Bryant, Edward C.; Daley, James M.; Beatty, Richard L. DAY CARE SURVEY: FINAL REPORT. Draft. Rockville, Maryland: Westat Research, 1971. 219 pp.

This survey is concerned with the number of children in full day care, number and types of day care centers and homes, costs, funding, and demand.

DAY CARE. Washington, D.C.: National Council of Catholic Women, n.d. Unpaged. 2.14

Articles reprinted in this collection cover general aspects of day care, day care for school-age children, and parent and community issues. A short bibliography is included.

EDUCATION ON THE MOVE. PART II. A REPORT OF A 1961 DEMONSTRATION SUMMER SCHOOL FOR MIGRANT CHILDREN IN MANITOWOC COUNTY, WISCONSIN. Madison, Wisconsin: Governor's Commission on Human Rights, 1962. 28 pp. ERIC, 1.60

This research program has sought to identify concepts and behaviors that affect intercultural relations, to develop principles and methods for programmed self-instruction in culture training, and to conduct laboratory and field studies to evaluate the effectiveness of these programs under different leadership and organizational structures.

FEASIBILITY OF RESCHEDULED SCHOOL YEAR PLANS FOR DELAWARE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS. Dover: Delaware State Department of Public Instruction, 1969. 48 pp. 2.50

A study team for the Delaware State Department of Public Instruction sought to discover a design to increase the efficiency of staff and school facilities. After a search of the literature, visits to three school districts, and a conference with a nationally recognized consultant, recommendations were made and pilot programs were suggested. Bibliography.

FOLLOW THROUGH: PROMISING APPROACHES TO EARLY CHILDHOOD EDUCATION, SCHOOL YEAR 1970-71. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1971. 26 pp. .25

Through a program of "planned variation," Follow Through has undertaken to assess the effectiveness of a variety of innovative approaches to working with young children and their families in a number of different cultural and environmental settings. The 20 approaches developed by colleges, universities, regional education laboratories, and other research and development centers are described in this booklet.

Fox, David J.; Harbatkin, Lisa; MacDougal, Roy L.; Rosenzweig, Larry; Roth, William J.; and Storte, John J. 1969 SUMMER DAY ELEMENTARY SCHOOL PROGRAM FOR DISADVANTAGED PUPILS. New York: Center for Urban Education, 1969. 113 pp. 2.00

This report is an evaluation of an ESEA Title I project that offered a six-week half-day program of additional instructional services to over 37,000 children from disadvantaged areas.

Fox, David J.; Shapiro, Norman P.; and Barnes, Valerie. SUMMER 1967 ELEMENTARY SCHOOL PROGRAMS FOR DISADVANTAGED PUPILS IN POVERTY AREAS IN NEW YORK CITY. New York: Center for Urban Education, 1967. 323 pp. ERIC, 16.25

"An elementary summer school program involved some 40,000 New York City disadvantaged students who were retarded in reading. The program provided for additional instruction in reading, language arts, and mathematics. This two-section report includes the evaluation of each of these component programs as well as of a special program for training educational aides, in addition to dealing with the main programs."

Gumnit, Grace L. YEAR-END EVALUATION PILOT SCHOOL-AGE DAY CARE PROGRAM, ST. PAUL, MINNESOTA. St. Paul, Minnesota: Minnesota Department of Public Welfare, 1971. 29 pp. Free

This pilot program in St. Paul target areas provided child care services for children of parents who must work, had returned to school, or were in job training. Funding for the program was from Title IV-A funds.

INTERIM REPORT ON DAY CARE FOR SCHOOL AGE CHILDREN. Lubbock, Texas: Community Planning Council, 1964. 12 pp. Free

A study was made of first-, second-, and third-grade children to determine how many had parents who working and what arrangements were made for before- and after-school care of these children. Programs in other cities are briefly examined, and recommendations are made for various programs, sources of funds, facilities, etc.

IT WORKS SERIES: SUMMARIES OF SELECTED COMPENSATORY EDUCATION PROJECTS. Washington, D.C.: U.S. Department of Health, Education, and Welfare; Office of Education, 1970. 33 pp. .35

Compensatory education projects across the country were reviewed by the American Institute for Research in the Behavioral Sciences, and 31 were identified as among the most successful. Each of the 31 projects is briefly summarized in this booklet.

Jester, R. Emile, FOCUS ON PARENT EDUCATION AS A MEANS OF ALTERING THE CHILD'S ENVIRONMENT, 1969. 11 pp. ERIC, .65

"The Florida Parent Education Model, working with 5- to 7-year olds enrolled in Follow Through programs, is based on the premise that a child's home environment has the most lasting influence on his adaptation to school and to the world around him. The program recruits parent educators from environments similar to those of mothers with whom they will work. The parent educators visit parents in their homes and provide them with specific tasks to work on with their children. The program at this point appears to be moderately successful."

Kellogg, Elizabeth T., and Hill, Dorothy M. AFTER HEAD START . . . WHAT THEN? FOLLOWING THROUGH WITH YOUNG CHILDREN. Washington, D.C.: National Association for the Education of Young Children, 1969. 132 pp. 6.50

This pictorial booklet describes the Boulder, Colorado, Follow Through Project, one of the first 30 Head Start programs to be funded for the pilot program.

LANGUAGE STIMULATION PROGRAM: AUBURN, ALABAMA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 10 pp. .20

Language stimulation lessons were provided to small groups of educationally disadvantaged first-graders in an attempt to increase IQ's and language ability.

Maccoby, Eleanor E., and Zellner, Miriam. EXPERIMENTS IN PRIMARY EDUCATION: ASPECTS OF PROJECT FOLLOW-THROUGH. New York: Harcourt Brace, 1970. 132 pp. 2.95

This book deals with experimental efforts in Project Follow-Through to improve the quality of preschool education for groups of children who have not benefited from traditional educational practices.

Milich, Cynthia; Prescott, Elizabeth; and Jones, Elizabeth. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAMS. PART I: GROUP DAY CARE, A STUDY IN DIVERSITY. Pasadena, California: Pacific Oaks College, 1969. 145 pp. ERIC, 7.35

How does a community get group day care? Once it is obtained, how can the community regulate its quality? To answer these questions, the report examines most aspects of every possible kind of group day care projects, ranging from local church projects to federally funded programs. Bibliography.

MODEL PROGRAMS CHILDHOOD EDUCATION: BEHAVIOR PRINCIPLES STRUCTURAL MODEL OF A FOLLOW THROUGH PROGRAM, DAYTON, OHIO. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 11 pp. .15

The Engelmann-Becker approach used in this Follow Through program uses programmed materials and continuing teacher reinforcement.

MODEL PROGRAMS CHILDHOOD EDUCATION: CENTER FOR EARLY DEVELOPMENT AND EDUCATION, LITTLE ROCK, ARKANSAS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 18 pp. .20

This combined education and day care project serves children from six months to 12 years. The program also includes a teacher-training program, a research program in child development, a training center for child care aides, and a variety of supportive family services.

MODEL PROGRAMS CHILDHOOD EDUCATION: INTERDEPENDENT LEARNER MODEL OF A FOLLOW THROUGH PROGRAM, NEW YORK, NEW YORK. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .15

This Follow Through program uses small-group instruction and an experimental method of teaching beginning reading skills. In the Interdependent Learner Model, reading is viewed as a decoding process in which the child translates words into sounds.

MODEL PROGRAMS CHILDHOOD EDUCATION: MODEL OBSERVATION KINDERGARTEN AND FIRST GRADE, AMHERST, MASSACHUSETTS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .15

Aspects of the British Infant school approach and progressive methods from American early childhood programs are utilized in this program.

MODEL PROGRAMS CHILDHOOD EDUCATION: RESPONSIVE ENVIRONMENT MODEL OF A FOLLOW THROUGH PROGRAM, GOLDSBORO, NORTH CAROLINA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 19 pp. .20

In the responsive environment model for this Follow Through program, the entire classroom environment is designed to respond to the children, rather than requiring them to respond to adult directions.

MODEL PROGRAMS CHILDHOOD EDUCATION: SANTA MONICA CHILDREN'S CENTERS, SANTA MONICA, CALIFORNIA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 17 pp. .20

Four children's centers provide quality day care facilities at low cost to working mothers and other needy families. First priority goes to children of one-parent families from which over 96 percent of the children come.

MODEL PROGRAMS CHILDHOOD EDUCATION: SPRINGFIELD AVENUE COMMUNITY SCHOOL, NEWARK, NEW JERSEY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 14 pp. .20

This program for young children from 18 months through fourth grade includes parent shaping of the curriculum, parent involvement in diagnosis on the basis of tests, and parent administrative activities. The school operates within the framework of the black urban life-style.

Parker, Ronald K.; Ambron, Sueann; Danielson, Gary I.; Halbrook, Mary C.; and Levine, Janet A. AN OVERVIEW OF COGNITIVE AND LANGUAGE PROGRAMS FOR 3, 4, AND 5 YEAR OLD CHILDREN. Atlanta, Georgia: Southeastern Education Laboratory, 1970. 203 pp. 2.00

This report contains a brief descriptive overview of selected educational programs for three-, four-, and five-year-old children. The six sections are (1) a selection of the major references in early education; (2) outlines of the major programs; (3) abstracts of six comparative research projects on curriculum; (4) outlines of developing programs; (5) outlines of effective curriculum components and ideas; and (6) the implications of the review.

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PROGRAM APPROACHES: FOLLOW THROUGH, SCHOOL YEAR 1970-71. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1971. 46 pp.

Follow Through is being administered with a heavy research and development emphasis in an effort to accumulate solid evidence about the effectiveness of different program approaches. Twenty sponsors now working with one or more communities to implement their own approach are participating in a central evaluation effort. This document briefly describes the 20 program approaches.

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970.

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian region.

PROJECT FOLLOW-THROUGH: PROGRESS REPORT I, JANUARY, 1969. Costa Mesa, California: Orange Coast Junior College, 1969. 76 pp. ERIC, 3.90

During the period studied for this report, the project focused on three main areas: developing an information system, evaluating the "Proposed System for Reporting Job Placement Follow-Through Data," and implementing a reporting system that prepares the various forms and reports required by the Bureau of Industrial Education with respect to reimbursed trade and technical course offerings.

Roessel, Robert A., Jr. "The Right to Be Wrong and the Right to be Right." JOURNAL OF AMERICAN INDIAN EDUCATION 7(1968):1-6

The author encourages the participation of indigenous people because the importance of their contribution outweighs errors caused by lack of education or experience. At Rough Rock Navaho Demonstration School, education has been "given back to the Indians," resulting in two distinguishing features, local control and cultural identification.

SCHOOL AGE DAY CARE PROGRAM. Milwaukee: Volunteers of America, Day Care Services for Children, n.d. 5 pp.

The Children's Day Care Center provides group care for children ages three to nine. The program has three parts: education, casework, and medicine. The school age program provides before-school care, a nutritious noon meal, after-school care, and full-time care during vacation periods.

Street, Virginia. THE STORY OF AN AFTER-SCHOOL PROGRAM. Salt Lake City: National Association for the Education of Young Children, 1969. 11 pp. ERIC, .65

This paper was delivered at the conference of the National Association for the Education of Young Children in Salt Lake City. It tells of some of the problems and headaches encountered in a demonstration after-school program in Washington, D.C., run by the National Capital Area Child Day Care Association.

A STUDY IN CHILD CARE 1970-71. Volume I: Findings; Volume IIA: Center Case Studies; Volume IIB: Systems Case Studies; Volume III: Costs and Quality Issues for Operators. Cambridge, Massachusetts: Abt Associates, 1971. 1361 pp. 25.00

The purpose of this study was to seek out and describe formal child care arrangements of good quality and investigate the cost of reproducing the centers and home care arrangements. Twenty centers are described in depth in volumes IIA and IIB. An analysis of the common structure and characteristics of these 20 centers, plus three center designs for 25, 50, and 75 children, are presented in volume III.

TUTORIAL AND ENRICHMENT PROGRAM, 1968-69. Pompano Beach, Florida: Markham Elementary School, 1969. 4 pp. ERIC, .30

Markham Elementary School proposes a program utilizing its facilities for after-school activities for the children of migrant workers who are unable to be at home when the children are normally released from school. The purpose is to bring about a significant improvement in pupil attitude toward school and an improvement in achievement in academic and other areas of development.

Weber, Evelyn. EARLY CHILDHOOD EDUCATION: PERSPECTIVES ON CHANGE.
Worthington, Ohio: Charles A. Jones Publishing Company, 1970.
202 pp 7.50

This is a review of innovative teaching procedures for young children from infancy to age eight or nine. The book has sections on general trends in early childhood education; forces propelling change; and programs for infants and toddlers, for children from two to five, and for children in the primary grades.

Wiggins, Xenia R. AN ISSUE IN SCHOOL AGE DAY CARE: PARENT PREFERENCE ON DEGREE OF SUPERVISION. Atlanta: Southern Regional Education Board, Southeastern Day Care Project, 1971. 4 pp. Free

A survey was taken of parents who had children in a summer program to find out which choice parents made for day care of school-age children: freedom for the child to choose which activities to participate in and to go where he wished when not participating, or supervised activities with the school accountable for the child's whereabouts. The overwhelming response was in favor of the latter alternative.

F. FOREIGN PROGRAMS

Bettelheim, Bruno. THE CHILDREN OF THE DREAM. New York: Macmillan, 1969. 363 pp. 4.75

The author studies child rearing in the Israeli kibbutz, through observation in a representative kibbutz, visits to several others, and many interviews with a wide variety of people.

Bronfenbrenner, Urie. "The Dream of the Kibbutz." SATURDAY REVIEW, 20 September 1969, p. 72

The author argues with many of Bruno Bettelheim's conclusions about the rearing of children in the kibbutz as presented in THE CHILDREN OF THE DREAM.

Bronfenbrenner, Urie. TWO WORLDS OF CHILDHOOD: U.S. AND U.S.S.R. New York: Russell Sage Foundation, 1970. 190 pp.

Bronfenbrenner has examined the child-rearing practices in "the two most powerful nations of our time" to see what each country does for and with its children, both intentionally and unintentionally.

CARE OF CHILDREN IN DAY CENTRES. Geneva: World Health Organization, 1964. 189 pp. 2.25

Contents: "Care of Well Children in Day-care Centres," Stig Sjolín; "Organization of Living and Educational Conditions for Infants and Small Children in Children's Institutions," Eva Schmidt-Kolmer; "Child-care Services in Relation to the Needs of Working Mothers," International Labour Office; "A Child Psychiatrist on Children in Day-care Centres," S. Lebovici; "The Role of Toys and Games in the Day-care Centres," Irene Lezine; "Paediatric Aspects of Day Care and Institutional Care," Julius B. Richmond; "The Development of Children in the Family and in Day-care Centres in Poland," B. Gornicki; "Measurement and Specification of the Early Infant Environment," Leon J. Yarrow; and "Day-care Centres in Paris and Its Suburbs," F. Davidson.

Cazden, Courtney B. "Language Programs for Young Children." In PRESCHOOL LANGUAGE TRAINING, edited by C.B. Lavatelli, forthcoming. Urbana: University of Illinois Press

These notes are the result of a four-week visit to England and Wales in 1969. The author has used the English experience to highlight ideas and practices in the U.S. The eleven notes are titled: "Extending Children's Language," "Peer-group Talk," "Individual Daily Schedules," "Reinforcement for What?" "Standard English: To Teach or Not to Teach," "Use of Local Cultural Content," "Bilingualism in School and Out," "Communication Skills," "The Language of Children's Written Sentences," "The Gahagan-Bernstein Educational Program," and "Compensatory Education."

Dittmann, Laura L., ed. EARLY CHILD CARE: THE NEW PERSPECTIVES. New York: Atherton Press, 1968. 385 pp. 9.95

The book consists of the following four sections: Part I: a summary of the stages of child development; Part II: specifics about content of day care programs as related to child development; Part III: discussion of poor families and day care programs best suited for them and of group infant care in other countries; Part IV: discussion of model day care and developmental programs for the disadvantaged.

Featherstone, Joseph. "Schools for Children; What's Happening in British Classrooms." NEW REPUBLIC, 19 August 1967, pp. 17-21

Featherstone presents a detailed picture of "a good English school," part of what he calls "a profound and sweeping revolution in English primary education."

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970.

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian Region.

Wolins, Martin. "Group Care: Friend or Foe?" SOCIAL WORK 14(1969): 35-53

"This paper reports on a study of five different types of group care settings for children in Austria, Israel, Poland, and Yugoslavia, in which assumptions about intellectual, personality, and value development of group-reared children appear to show no intellectual or psychosocial deficiencies when compared with children reared at home. The group setting also seems to have the potential to change values."

Wolins, Martin. "Some Theory and Practice in Child Care: A Cross-cultural View." CHILD WELFARE 42(1963):269-77

"Theories and practice in child welfare programs in four foreign countries are discussed and related to those in the United States."

G. FAMILY PROGRAMS

Bryant, Edward C.; Daley, James M.; Beatty, Richard L. DAY CARE SURVEY: FINAL REPORT. Draft. Rockville, Maryland: Westat Research, 1971. 219 pp.

This survey is concerned with the number of children in full day care, number and types of day care centers and homes, costs, funding, and demand.

THE CHANGING DIMENSIONS OF DAY CARE: HIGHLIGHTS FROM CHILD WELFARE. New York: Child Welfare League of America, 1970. 62 pp. 1.75

The table of contents lists the following chapters: "The League's Day Care Project: Findings to Guide the Community in Providing Day Care Services"; "Day Care: A Mental Health Intervention"; "Educational and Growth Needs of Children in Day Care"; "A Blueprint for a Comprehensive Community-wide Day Care Program"; "The Board Member as Doer"; "The Challenge of Day Care"; "Social Work in Day Care"; "Some Guidelines in the Selection of Day Care Personnel"; "Day Care: An Under-used Resource in Child Welfare"; "Unsupervised Family Day Care in New York City."

DAY CARE: AN EXPANDING RESOURCE FOR CHILDREN. New York: Child Welfare League of America, 1965. 75 pp. 1.50

This is a collection of lectures and papers on day care with sections on the need for day care, professional roles in day care, and family day care. Of particular interest is a discussion in the second paper of the view of day care as a public "utility" in an industrial society, rather than a social service for "families in trouble."

Dennison, George. THE LIVES OF CHILDREN: THE STORY OF THE FIRST STREET SCHOOL. New York: Vintage Books, 1969. 308 pp. 1.95

This book is described as "a practical description of freedom in its relation to growth and learning." It is the story of the author's experience in a school for 23 children on New York's Lower East Side.

Edwards, Elva. "Family Day Care in a Community Action Program." CHILDREN, March-April 1968, pp. 55-58

This article describes the family day care program of the Baltimore, Maryland, City Community Action Program. It is designed for low-income families with children under three, or for older preschool children whose needs can be better met in family than in group day care. Several brief case studies are given, and the role of casework in handling each family is cited as an important part of meeting each family's and child's needs.

Emlen, Arthur. In "Applying Behavioral Science: Current Projects,"
by Dale G. Lake, Miriam R. Ritvo, and Gregory M. St. L. O'Brien.
JOURNAL OF APPLIED BEHAVIORAL SCIENCE 5(1969):380-82

The Day Care Neighbor Service is described in which "day
care neighbors" are recruited who help mothers and sitters
to find each other and make satisfactory arrangements for
day care.

Emlen, Arthur C., and Watson, Eunice L. MATCH MAKING IN NEIGHBORHOOD
DAY CARE: A DESCRIPTIVE STUDY OF THE DAY CARE NEIGHBOR SERVICE.
Portland, Oregon: Field Study of the Neighborhood Family Day Care
System, 1970. 82 pp.

Through the use of "day care neighbors," this service makes
it possible to intervene at the neighborhood level where
families make day care arrangements with neighborhood sitters
or care givers. The goal is to facilitate the way in which
these private family day care arrangements are made and to
do so in such a way as to strengthen the quality and stability
of the care provided.

Galambos, Eva C. INCOME TAX DEDUCTIONS FOR FAMILY DAY CARE HOMES.
Atlanta: Southern Regional Education Board, Southeastern Day Care
Project, 1971. 5 pp. Free

Direct expenditures on child care, such as costs of food and
toys, as well as indirect expenditures related to the use of
the house, such as mortgage payments, rent, or utilities,
are permissible deductions cited in this paper that would
reduce the amount of income tax owed by a family providing
family day care.

HIGHLIGHTS FROM A WORKSHOP ON FAMILY DAY CARE. Atlanta: Southern
Regional Education Board, Southeastern Day Care Project, 1971. 17 pp.

The Southeastern Day Care Project brought together program
directors and resource people from operating family day care
programs for a workshop in its efforts to strengthen and
promote family day care.

Horowitz, Frances Degen. A PROPOSAL: PROVIDING HOME CHILD CARE FOR
WORKING MOTHERS. Lawrence: University of Kansas, 1970. 6 pp.

Training people for in-the-home day care for working mothers
is envisioned in this proposal.

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970.

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian Region.

Sheridan, Marion L. "Family Day Care: For Children of Migrant Farmworkers." CHILDREN 14(1967):13-18

A pilot project begun in 1965 in Pennsylvania has several objectives: to find a way of caring for the young children of migrant farmworkers that will be helpful to them and acceptable to their parents; to determine the problems involved in giving such care; to interest state and local child welfare agencies in providing such care; and to compare this type of care with the group care provided for the older children.

A STUDY IN CHILD CARE 1970-71. Volume I: Findings; Volume IIA: Center Case Studies; Volume IIB: Systems Case Studies; Volume III: Costs and Quality Issue for Operators. Cambridge, Massachusetts: Abt Associates, 1971. 1361 pp. 25.00

The purpose of this study was to seek out and describe formal child care arrangements of good quality and investigate the cost of reproducing the centers and home care arrangements. Twenty centers are described in depth in volumes IIA and IIB. An analysis of the common structure and characteristics of these 20 centers, plus three center designs for 25, 50, and 75 children, are presented in volume III.

H. PRIVATE FOR-PROFIT PROGRAMS

Bryant, Edward C.; Daley, James M.; Beatty, Richard L. DAY CARE SURVEY: FINAL REPORT. Draft. Rockville, Maryland: Westat Research, 1971. 219 pp.

This survey is concerned with the number of children in full day care, number and types of day care centers and homes, costs, funding, and demand.

"Child-Care Centers." NEW YORK TIMES, 17 May 1970, sect. 3, p. 7

"Community Health Facilities, Inc., an operator of nursing homes, plans to build ten child-care centers in Maryland."

COMPACT 3(1969). 48 pp. 1.00

The subject of this issue is "Preschoolers and the States."

DAY CARE COST WORKSHOP. Minneapolis, Minnesota: Institute for Interdisciplinary Studies, Day Care Policy Studies Group, 1971. 418 pp.

The main purpose of this workshop was to look at the costs in day care. Other topics discussed were alternative delivery systems, facilities, parent participation, and after-school care.

Milich, Cynthia; Prescott, Elizabeth; and Jones, Elizabeth. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAMS. PART I: GROUP DAY CARE, A STUDY IN DIVERSITY. Pasadena, California; Pacific Oaks College, 1969. 145 pp. ERIC, 7.35

How does a community get group day care? Once it is obtained, how can the community regulate its quality? To answer these questions, the report examines most aspects of every possible kind of group day care projects, ranging from local church projects to federally funded programs. Bibliography.

Pierce, William L. "Franchising Children." P.I.C. (Public Information Center) NEWS 1(1971). (Reprint available from Child Welfare League of America, New York, .10)

L'Academie Montessori is cited as a franchised day care concern that has not lived up either to its advertising or to the requirement for franchising, i.e., having successfully tested and operated two or three pilot plants. Dangers in day care profit-making and possible weaker licensing legislation are mentioned.

PROCEEDINGS OF THE CONFERENCE ON INDUSTRY AND DAY CARE. Chicago:
Urban Research Corporation, 1970. 88 pp. 15.00

One-hundred-seventy-five industry representatives, early childhood specialists, community agency representatives, and day care operators and franchisers conferred. Topics included major issues in day care, models of industry-related day care, consumers, costs and funding, federal legislation for day care, models of the mind (innovative alternatives in day care arrangements), and industrial day care's roots in America. Appendices included workshop summaries, comparative analysis of legislation, standards and costs, and a list of participants.

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970.

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian Region.

I. WORK-RELATED PROGRAMS

CHILD CARE PROVIDED BY HOSPITALS. Washington, D.C.: U.S. Department of Labor, Women's Bureau, 1970. 34 pp.

A survey of hospitals was taken to find the extent to which they had established child care services. Those operating child care centers found such services beneficial to both hospitals and their employees.

Cray, Douglas W. "Industry Finding Value in Day Care." NEW YORK TIMES, 22 February 1970, p. 12.

This article describes the KLH Child Development Center, in Cambridge, Massachusetts, an "industry-related" day care center.

THE FACTS, THE PROBLEM, THE SOLUTION. Baltimore: Regional Joint Board, Amalgamated Clothing Workers, n.d. Unpaged

"The facts" in the title are that industry needs women workers; "the problem" is the lack of day care; "the solution," establishing industry-sponsored day care centers.

Featherstone, Joseph. "The Day Care Problem: Kentucky Fried Children." NEW REPUBLIC, 12 September 1970, pp. 12-16

The author gives a very discouraging picture of the high cost of day care and the resulting poor programs that are run to make a higher profit. Franchises charging \$20-30 a week are viewed with much suspicion when nonprofit day care costs about \$40 a week. The author believes that there must be inspectorates to set up practical standards and help people meet them, especially in the area of staff development.

"The First Day Care Center in a Federal Agency." VOICE FOR CHILDREN 2(1969):6

The United States Department of Labor Day Care Center, the first day care center to be established by a Federal agency, is an experimental year-long project designed to show public and private employers the usefulness and feasibility of such centers.

Ickeringill, Nan. "While Mother Works, the Company Takes Care of the Children." NEW YORK TIMES, 26 August 1970, p. 46

This article deals with companies which have opened their own day care centers for children of employees.

PROCEEDINGS OF THE CONFERENCE ON INDUSTRY AND DAY CARE. Chicago: Urban Research Corporation, 1970. 88 pp. 15.00

One-hundred-seventy-five industry representatives, early childhood specialists, community agency representatives, and day care operators and franchisers conferred. Topics included major issues in day care, models of industry-related day care, consumers, costs and funding, federal legislation for day care, models of the mind (innovative alternatives in day care arrangements), and industrial day care's roots in America. Appendices include workshop summaries, comparative analysis of legislation, standards and costs, and a list a participants.

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VENTURE IN CHILD CARE. Baltimore: Amalgamated Clothing Workers of America, Regional Joint Board, n.d. Unpaged

Reprinted here are speeches given at the dedication ceremony of the day care center this union built for its members in Verona, Virginia, in cooperation with management.

Zack, Marg. "Hospital Attracts Nurses with Day Care Facility." MINNEAPOLIS TRIBUNE, 12 August 1970, p. 11

Mount Sinai Hospital has for six years operated a preschool nursery, for children ages two to six-and-a-half, and has found it helps to recruit nurses.

4. PERSONNEL

This section includes a wide range of material on staffing and training for day care. In addition to publications about day care professionals, there are many references dealing with the use of paraprofessionals and volunteers, including parents, teenagers and even younger children, and the elderly. Included under staffing are items concerned with personnel characteristics, effectiveness, and adult/child relationships.

A. STAFFING

Abbot, Margaret. IMPLEMENTATION OF THE TEACHER AND HIS STAFF: APPLICATION FOR CONTINUING GRANT. Grand Forks, North Dakota: Grand Forks Public Schools, 1968. 73 pp. 1.50

This project had four objectives: to accomplish the improvement of instruction through staff professionalization, to attack the nation-wide inadequacy of teacher supply problem, to observe and evaluate the potential of "randomly selected" teachers to utilize other personnel, and to disseminate via various media the results of this experiment.

Abbot, Margaret. IMPLEMENTATION OF THE TEACHER AND HIS STAFF: PROGRESS REPORT. Grand Forks, North Dakota: Grand Forks Public Schools, 1969. 94 pp. 1.50

This progress report on innovative uses of teacher aides is divided into five parts: aides used in elementary schools, aides used in secondary schools, aides used in special education, aides report themselves, and aides as pupils see them.

AIDES TO TEACHERS AND CHILDREN. Washington, D.C.: Association for Childhood Education International, 1968. 64 pp. 1.50

Based on the premise that paid or volunteer aides will make better teachers and better programs for children, this booklet has selections on recruitment, duties, and education of aides for the classroom. A bibliography is included.

AMERICAN CHILD 49(1967)

This issue, devoted to "the new non-professional," contains articles by Frank Riessman, Mitchell Ginsberg, Edith F. Lynton, Sherman Barr, and Mark Battle.

AMERICAN JOURNAL OF ORTHOPSYCHIATRY 49(1970):197-364. 3.00

Orthopsychiatry as a term was developed to project the idea of multidisciplinary treatment before the patient's problems become acute. This volume presents a digest of the papers presented at the 1970 annual meeting of the American Orthopsychiatric Association. Of particular interest are the sections on children, school mental health, and paraprofessionals.

AMERICANS VOLUNTEER. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Manpower Administration, 1969. 43 pp. .50

This report, which presents estimates of the extent and scope of voluntary efforts for the welfare of American society, assesses this contribution in economic and social terms. It is confined to organized volunteer services in health, education, recreation, and social welfare, thus excluding any individual effort.

Anderson, Robert H. "Schools for Young Children: Organizational and Administrative Considerations." PHI DELTA KAPPAN, March, 1969, pp. 381-385

Some ways in which programs for educating young children might be set up are discussed in this article. Some of the advantages for linking early childhood programs to public elementary schools are pointed out, as well as the importance of the physical environment.

Anderson, Rodney I., and Pilson, Hilda Archer. CAREER DEVELOPMENT IN HEAD START: ADULT DEVELOPMENT AND ADULT LEARNING. Vol. III. New York: Bank Street College of Education, 1970. 93 pp. Free

This booklet has been designed for Head Start personnel who provide supportive and counseling services to Head Start career aspirants. An understanding of adult development and how adults learn is seen as the key to effective counseling.

THE ASSIGNMENT AND MISASSIGNMENT OF AMERICAN TEACHERS. Washington, D.C.: National Education Association, 1965. 68 pp. 1.00

Because proper assignment of teachers is seen as a necessary means of improving the quality of education in the schools, a Special Committee on the Assignment of Teachers was appointed and made this report.

AUXILIARY SCHOOL PERSONNEL. Washington, D.C.: National Education Association, 1967. 20 pp. .50

This pamphlet presents information useful to educators in considering some of the issues in the use of auxiliary school personnel. Problems considered are appropriate roles, manner of selection, kind of training, controls for screening and certifying, and attitudes of teachers.

BACKGROUND INFORMATION: NATIONAL CONFERENCE ON THE PARAPROFESSIONAL, CAREER ADVANCEMENT, AND PUPIL LEARNING. Washington, D.C.: National Education Association, 1969. 7 pp. ERIC, .45

"This conference report, which includes the findings of the Bank Street College of Education survey on the use of paraprofessionals in education, traces the development of paraprofessionals in the classroom from the Depression era until the present time."

Barbee, Don. DIFFERENTIATED STAFFING: EXPECTATIONS AND PITFALLS. Washington, D.C.: National Education Association, 1969. 7 pp. Free

Differentiated school staffing seeks to make better use of educational personnel. Factors that should be considered in planning and operating a differentiated staffing program are examined in this paper.

Barbrack, Christopher R., and Horton, Della M. "Educational Intervention in the Home and Paraprofessional Career Development: A First Generation Mother Study." DARCEE PAPERS AND REPORTS, vol. 4, no. 3. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 34 pp. Free

In 1966 DARCEE initiated a research project to investigate the "vertical diffusion" phenomenon; that is, the spread of treatment effects from target children to their younger siblings. In this follow-up study, mothers were selected and trained to serve as home visitors for a new group of target families. The purpose was twofold: first, to build and use mothers' skills, which were established in the earlier study, and, second, to begin to explore the feasibility of, and to construct a "career ladder" for, persons interested in early education.

Barnes, Regina. A SELECTED ERIC BIBLIOGRAPHY ON TEACHING ETHNIC MINORITY GROUP CHILDREN IN THE UNITED STATES OF AMERICA. New York: Columbia University, 1969. 26 pp. ERIC, 1.40

"This annotated bibliography was designed to acquaint educators with ERIC documents which provide information on teaching minority group children. It is divided into five sections: the first contains studies of the problems of educating minority groups in general, and the other four deal separately with teaching American Indians, Mexican-American, Negro, and Puerto Rican children."

Becker, Wesley. PARENTS ARE TEACHERS: A CHILD MANAGEMENT PROGRAM. Champaign, Illinois: Research Press Company, 1971. 194 pp. 3.75

By using "the general principles or laws of behavior which describe the procedures by which behaviors can be changed in specified ways," the author informs parents and teachers what to do to teach children new behaviors.

Bellack, Arno A., ed. THEORY AND RESEARCH IN TEACHING. New York: Teachers College, Columbia University, 1963. 122 pp. 2.95

This book is the result of two 1962 conferences for researchers engaged in studies of classroom behavior. A prominent feature of the research is emphasis on systematic observation of the classroom activities of students and teachers. A bibliography is included.

Boger, Robert Price. SUB-CULTURAL GROUP MEMBERSHIP AND ATTITUDES OF HEAD START TEACHERS. Ph.D. dissertation, University of Texas, 1966. 240 pp.

The author examines a general theoretical framework for teacher behavior and the more detailed subcultural differentiations within this more general structure.

Bowman, Garda W., and Klopff, Gordon J. NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL. New York: Bank Street College of Education, 1968. 256 pp.

The Bank Street College of Education conducted a study of auxiliary personnel in education for OEO. This final report includes their analyses of five continuing demonstration programs.

Briscoe, May E., and Archambo, Judith P. RURAL CHILD CARE PROJECT: 1967-68 RESEARCH EVALUATION. Frankfort: Kentucky Child Welfare Research Foundation, 1969. 357 pp. 17.95

The Rural Child Care Project focuses on culturally disadvantaged children and their families in 10 Appalachian counties of eastern Kentucky in order to: (1) assess the relationship between a child's attendance in a child development center and his subsequent academic achievement; (2) assess the effect of the combined casework, homemaking, and day care services on families of children in the child development program; (3) ascertain what image the project has in participating counties; and (4) evaluate the effectiveness of the subprofessional staff in providing services.

Brophy, Jere Edward. MOTHERS AS TEACHERS OF THEIR OWN PRESCHOOL CHILDREN: THE INFLUENCE OF SOCIO-ECONOMIC STATUS AND TASK STRUCTURE ON TEACHING SPECIFICITY. Austin: University of Texas, 1969. 26 pp. ERIC, 1.40

This study investigated the degree of verbal specificity of 137 mother-child pairs of Negroes who ranged in socioeconomic status from middle class to lower class. It was found that the degree of informational specificity in the mothers' communications varied both with social status and with the task which the mother was teaching her child.

Brown, Bob Burton; Newell, John M.; Kaplan, Leonard; Packer, Athol B.; Michalak, Daniel A.; Soar, Robert S.; and Jester, Robert E. SYSTEMATIC OBSERVATIONS: RELATING THEORY AND PRACTICE IN THE CLASS-ROOM. Gainesville: University of Florida, Institute for Development of Human Resources, 1969. 53 pp. 1.25

This report deals with systematic observation from the point of view of methodological studies and as a way of linking theory and practice.

Burtt, Marilyn N. A STUDY OF NURSERY SCHOOL PERSONNEL PRACTICES AND TEACHING CONCEPTS. M.A. thesis, Claremont Graduate School, 1958. 102 pp.

This study was conducted for three purposes: to determine current organizational and administrative practices in nursery schools, to obtain biographical data on the background and training of nursery school teachers in the foothill area of Los Angeles County, and to make an exploratory investigation of concepts nursery school teachers hold in regard to selected areas of child behavior in the nursery school situation.

Caldwell, Bettye M. "On Reformulating the Concept of Early Childhood Education." YOUNG CHILDREN 22(1967):348-56

The author asks pertinent questions in an effort to stimulate constructive rethinking of the role of early childhood educators.

Cantor, Marjorie H. VISTA - A SOURCE OF RECRUITMENT FOR THE HELPING PROFESSIONS? New York: Columbia University, 1968. 40 pp. ERIC, 2.10

The findings discussed in this report indicate that VISTA service acts to clarify goals, narrow vocational choices, and transform a generalized interest in service into specific commitment to the human service professions, particularly social work and education.

CAREER LADDER FOR AUXILIARY PERSONNEL -- COUNSELOR AIDE. Minneapolis: Minneapolis Public Schools, 1969. Unpaged. Free

The Minneapolis public school system has made extensive use of aides. The career ladders they developed contain job descriptions, selection criteria, pay, fringe benefits and increments, post-employment training, and transfer possibilities.

CAREER LADDER FOR AUXILIARY PERSONNEL -- SOCIAL WORK AIDE. Minneapolis: Minneapolis Public Schools, 1969. Unpaged. Free

See preceding item.

CAREER LADDER FOR AUXILIARY PERSONNEL -- TEACHER AIDE. Minneapolis: Minneapolis Public Schools, 1969, Unpaged. Free

See preceding item.

Carter, Thomas P.; Casavantes, Edward J.; and Fowler, C. Ray. VALUE SYSTEMS OF TEACHERS AND THEIR PERCEPTION OF SELF, AND OF MEXICAN AMERICAN, NEGRO AND ANGLO CHILDREN. A paper presented at the Annual Convention of the Rocky Mountain Psychological Association, Sheraton Western Skies Hotel, Albuquerque, New Mexico, May 14-17, 1969. 8 pp. ERIC, .50

Osgood's Semantic Differential Scale, administered to 81 teachers, revealed that teachers saw themselves as "fair, alert, active, good, and clean." The fact that they viewed Mexican American, black and Caucasian students in much the same light is interpreted as evidence of the tendency of teachers to project middle-class values onto their perceptions of students.

THE CHANGING DIMENSIONS OF DAY CARE: HIGHLIGHTS FROM CHILD WELFARE. New York: Child Welfare League of America, 1970. 62 pp. 1.75

The table of contents lists the following chapters: "The League's Day Care Project: Findings to Guide the Community in Providing Day Care Services"; "Day Care: A Mental Health Intervention"; "Educational and Growth Needs of Children in Day Care"; "A Blueprint for a Comprehensive Community-wide Day Care Program"; "The Board Member as Doer"; "The Challenge of Day Care"; "Social Work in Day Care"; "Some Guidelines in the Selection of Day Care Personnel"; "Day Care: An Under-used Resource in Child Welfare"; "Unsupervised Family Day Care in New York City."

THE CHILDREN ARE WAITING: THE REPORT OF THE EARLY CHILDHOOD DEVELOPMENT TASK FORCE. New York: Human Resources Administration, 1970. 83 pp. Free

This task force was formed to examine and assess early childhood services in New York City, as well as to recommend changes in the quantity and quality of the programs. The major recommendations contemplated almost total change in administration and procedure with a new Department of Early Childhood Services to absorb many of the existing and overlapping agencies and procedures. Appendices.

Claiborn, William L. "Expectancy Effects in the Classroom: A Failure to Replicate." JOURNAL OF EDUCATIONAL PSYCHOLOGY 60(1969): 377-83

Several researchers have reported that changing a teacher's expectation of a particular pupil's intellectual potential results in changes in that pupil's performance on a standardized group IQ test. In the author's study, retesting after two months showed no relative gains for pupils who were the object of the expectancy bias. There were no clear changes in observed teacher-pupil interaction. Differences between the present study and previous studies are discussed in light of this "failure to replicate."

Coco, Harold B. PILOT STUDENT-TEACHER AIDE PROGRAM FOR THE LINCOLN PARISH SCHOOL BOARD, 1968. 76 pp. ERIC, 3.90

The pilot program reported on here was a ten-week student-teacher aide program in which 72 education majors worked as teacher aides in eight high schools and elementary schools for approximately 10 hours a week at \$1.50 an hour. The report covers the orientation program, coordinating seminars, evaluation programs, conclusions, and recommendations.

Collins, Alice H. THE DAY CARE NEIGHBOR SERVICE -- A HANDBOOK FOR THE ORGANIZATION AND OPERATION OF A NEW APPROACH TO FAMILY DAY CARE. Portland, Oregon: Field Study of the Neighborhood Family Day Care System, 1969. 57 pp.

Working from the premise that there are certain identifiable women in a neighborhood who are seen as central to the neighborhood day care system, the suggestion is made to extend the scope and effectiveness of such women's activities and thus implement a preventive social service.

Combs, Arthur W.; Avila, Donald L.; and Purkey, William W. **HELPING RELATIONSHIPS: BASIC CONCEPTS FOR THE HELPING PROFESSIONS.** Boston: Allyn and Bacon, 1971. 360 pp. 6.50

This book was written for people entering, or already engaged in, some form of the helping professions and deals with the questions: What ideas about human behavior have special value for understanding the helping relationship? What do these ideas imply for effective practice in the helping professions?

Conners, C. Keith, and Eisenberg, Leon. **THE EFFECT OF TEACHER BEHAVIOR ON VERBAL INTELLIGENCE IN OPERATION HEADSTART CHILDREN.** Baltimore, Maryland: Johns Hopkins University School of Medicine, n.d. 22 pp. ERIC, 2.20

This investigation attempts to relate a number of teacher characteristics believed to be of significance in nursery school education to changes in measured verbal intelligence within the group of children receiving early enrichment programs in Operation Headstart.

Costin, Lela B. "Performance of Child Care Licensing Tasks." **PUBLIC WELFARE** 25(1967):307-10

The study reported herein gave evidence that public welfare workers not trained in social work, nevertheless have the capacity and skill to carry out responsible and important program assignments. Differential use of staff is seen as an essential element in administrative planning.

Couvillion, Martha. "Working with the Untrained Teacher." **YOUNG CHILDREN** 23(1968):37-41

In this article the author maintains, "The licensing worker should be aware of how the teacher learns in order to give help and information about early childhood education."

Cutler, Marilyn H. "National Report Shows Teacher Aides Are Worth the Effort." **NATION'S SCHOOLS** 73(1964):67-69

Various examples of the work and reception of teacher aides across the country are cited. Although there were some negative reactions, most school systems found aides helpful in relieving teachers of non-professional jobs. The aides found that their new jobs often led to further education and obtaining better jobs.

Dady, Milan B. AUXILIARY PERSONNEL PROGRAMS IN RURAL AMERICA. Kentucky: Morehead State University, 1968. 90 pp. ERIC, 4.60

"This manual, constituting a design to institutionalize auxiliary personnel in education in rural schools in America, deals with the recruitment, selection, training, utilization, and career development of paraprofessionals."

DAY CARE: AN EXPANDING RESOURCE FOR CHILDREN. New York: Child Welfare League of America, 1965. 75 pp. 1.50

This is a collection of lectures and papers on day care with sections on the need for day care, professional roles in day care, and family day care. Of particular interest is a discussion in the second paper of the view of day care as a public "utility" in an industrial society, rather than a social service for "families in trouble."

DAY CARE: A PREVENTIVE SERVICE. THREE PAPERS REPRINTED FROM "CHILD WELFARE." New York: Child Welfare League of America, 1968. 16 pp. .65

Day care is discussed as a service for families with mothers working at home, as a therapeutic service to preschool children, and as a potentially preventive service. The function of the caseworker in day care centers is also discussed.

DAY CARE OF CHILDREN IN CHICAGO: NEEDS AND RESOURCES, BY COMMUNITY AREAS. Chicago: Welfare Council of Metropolitan Chicago, 1967. 121 pp. 3.50

This fact book on day care needs contains two sections: a preliminary statement of implications of planning, and a research section which documents the immediate need for day care services for children aged 0-14 in Chicago.

DAY CARE SALARY SURVEY. St. Paul: Minnesota Department of Public Welfare, Division of Child Welfare, 1970. 39 pp. Free

Questionnaires were sent to all day care centers licensed and in operation as of December 1, 1969. Replies were received from 80% of the centers. A brief "Highlights" section summarizes the main findings; the "Detailed Findings" section presents data under full-time salary, reported salary, and center policy.

DeHart, Ruth. PARAMETERS OF THE TEACHER AIDE ROLE: A STUDY OF TEACHER AIDES IN SELECTED GULF COAST SCHOOL DISTRICTS. Houston: Gulf School Research Development Association, 1968. 47 pp. ERIC, 2.45

This survey was conducted to provide school administrators with information to use in planning for initial or continued use of paraprofessional personnel.

Denham, William H., and Shatz, Eunice O. IMPACT OF THE INDIGENOUS NONPROFESSIONAL ON THE PROFESSIONAL'S ROLE. Washington, D.C.: University Research Corporation, 1969. 19 pp. ERIC, 1.05

A New Careers demonstration project to develop nonprofessional or aide jobs for 150 underprivileged Negro youths in the health, education, and welfare complex in Washington, D.C., was examined to observe the reaction of professionals who deliver human and social services when indigenous nonprofessionals are employed to work with them.

DeVault, M. Vere, ed. RESEARCH, DEVELOPMENT, AND THE CLASSROOM TEACHER PRODUCER/CONSUMER. Washington, D.C.: Association for Childhood Education International, 1970. 80 pp. 1.75

The authors of the articles in this booklet contend that teachers must not only understand research and development activities in process, but must also be actively involved in these activities if they are to successfully assume their responsibility in the improvement of schools.

DeVita, Joseph C., and Drowne, Frances. WORKING WITH TEACHER AIDES. Edited by Harry A. Becker. New London, Connecticut: Croft Educational Services, 1970. Unpaged. 4.50

This folio has three parts, each containing a four-page discussion and a number of supporting exhibits. Part A is a guide for school superintendents in planning and implementing a teacher aide program. Part B is a guide addressed to classroom teachers working with aides. Part C is a handbook for teacher aides.

DO TEACHERS MAKE A DIFFERENCE? A REPORT ON RECENT RESEARCH ON PUPIL ACHIEVEMENT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development, 1970. 181 pp. .75

The papers in this report present recent research on the factors which influence pupil achievement. Contributors are Alexander M. Mood, James W. Guthrie, Henry M. Levin, Eric Hanushek, George W. Mayeske, Stephan Michelson, Robert M. Gagne, and James S. Coleman.

Eckstein, Esther. "The Function of the Caseworker and Day Care Centers." CHILD WELFARE 41(1962):29-33

The social caseworker in day care centers has an enlarged function from "casework services to families" to "service to the day care center." This involves a responsibility to serve the staff of the center with social work knowledge and skills.

EDUCATION ON THE MOVE. PART II. A REPORT OF A 1961 DEMONSTRATION SUMMER SCHOOL FOR MIGRANT CHILDREN IN MANITOWOC COUNTY, WISCONSIN. Madison, Wisconsin: Governor's Commission on Human Rights, 1962. 28 pp. ERIC, 1.60

"In the summer of 1961 migrant children took part in an experimental education program held in Manitowoc County, Wisconsin. The unique factor in this program was the utilization of local school children as catalytic agents in the classrooms."

Emlen, Arthur C., and Watson, Eunice L. MATCHMAKING IN NEIGHBORHOOD DAY CARE: A DESCRIPTIVE STUDY OF THE DAY CARE NEIGHBOR SERVICE. Portland, Oregon: Field Study of the Neighborhood Family Day Care System, 1970. 82 pp.

Through the use of "day care neighbors," this service makes it possible to intervene at the neighborhood level where families make day care arrangements with neighborhood sitters or care givers. The goal is to facilitate the way in which these private family day care arrangements are made and to do so in such a way as to strengthen the quality and stability of the care provided.

Erickson, Edsel L., McMillan, Joseph; Bonnell, Jane; Hofmann, Louis, and Callahan, Orel D. EXPERIMENTS IN HEAD START AND EARLY EDUCATION: THE EFFECTS OF TEACHER ATTITUDE AND CURRICULUM STRUCTURE ON PRESCHOOL DISADVANTAGED CHILDREN. Kalamazoo, Michigan: Kaars X-Press Printing, 1969. 179 pp. 6.25

The experiments concern whether the levels of academic achievement of disadvantaged preschool and kindergarten children can be improved through compensatory educational programs to a level equal to, or higher than, national norms, and the effects of such programs on the social and personal adjustment of the students.

Ettlinger, Ann L. "What Aides Can Do in Day Care Centers." AMERICAN JOURNAL OF NURSING 70(1970):1288-91

The author describes the Head Start program of Nassau County, New York, the training program to prepare aides, and the aides' work.

THE EVALUATION OF NONCERTIFICATED PERSONNEL. ERS CIRCULAR NO. 4. Washington, D.C.: National Education Association, 1969. 48 pp. 1.50

Evaluation of noncertificated school personnel has too often consisted merely of weeding out of the incompetent worker during his probationary period. This report is based on replies to a questionnaire sent to all school systems enrolling over 16,000 pupils. One-hundred-thirty-nine systems indicated they have formal programs for evaluating one or more of the categories of classified personnel listed in the questionnaire -- teacher aides, clerical and secretarial, maintenance, custodial, cafeteria, and bus drivers.

EXCEPTIONAL CHILDREN CONFERENCE PAPER: TRAINING AND PERSONNEL IN EARLY CHILDHOOD EDUCATION PROGRAMS. New Orleans, Louisiana: Council for Exceptional Children, 1969. 54 pp. ERIC, 2.95

The chapter titles for this publication are: "The Training Function of Early Childhood Models Centers," "The Paraprofessional in Early Education for the Handicapped -- An Evaluation of a Pilot Program to Train Teacher Aides," "The Effective Use of Paraprofessionals in the Classroom," and "Paraprofessional Concept in Speech and Language Development in Young Children."

EXEMPLARY EDUCATION FOR EARLY CHILDHOOD. Greeley, Colorado: Weld County School District Six, 1968. 71 pp. Free

This proposal for continued Title III funding gives the purpose of this project as the development of an exemplary program in early childhood education. Teacher aides have been widely used in the project, and many innovative practices have been introduced.

Faunce, R.W. FOLLOW-UP STUDY OF THE JUNIOR LEAGUE COMPREHENSIVE SCHOOL READINESS PROGRAM. Minneapolis: Minneapolis Public Schools, 1970. 18 pp.

A follow-up study of children and volunteers involved in the Comprehensive School Readiness program focuses on teachers' ratings of children's behavior and of attitudes of the Junior League volunteers.

Findley, Dale. **TEACHER AIDES: A STATUS REPORT.** Terre Haute: Indiana State University, 1968. 40 pp. ERIC, 2.10

Those interested in employing teacher aides will find in this booklet a general account of current thinking on the rationale for use, and effects of teacher aides in public school programs. It also reports the results of a descriptive research study designed to determine the status of the teacher aide in both elementary and secondary schools.

Fisher, Virginia Lee. **ROLE CONCEPTIONS OF HEAD START TEACHERS.** Ph.D. dissertation, University of Missouri, 1967. 100 pp.

In a sample of over 300 Head Start teachers, age appeared to be a significant variable when they reported their conceptions of the role of the adult vis-a-vis the preschool age child.

Flaxman, Erwin. **A SELECTED BIBLIOGRAPHY ON TEACHER ATTITUDES.** New York: ERIC Clearinghouse on the Urban disadvantaged, 1969. 23 pp. ERIC, 1.25

This annotated bibliography identifies studies on the racial and social attitudes of the middle-class urban teacher which may affect student performance; other works are reports of inservice teacher-education programs conducted to change negative teacher attitudes; and a few are essays by prominent observers who examine the importance of positive teacher attitudes and behavior in the inner-city classrooms.

Fleming, Elyse S., and Anttonen, Ralph C. **TEACHER EXPECTANCY OR MY FAIR LADY.** Cleveland: Case Western Reserve University, 1970. 18 pp. ERIC, 1.00

This study examined the effects of teacher expectancy on changes in intelligence, known as the phenomenon of the self-fulfilling prophecy. The data failed to support a generalized self-fulfilling prophecy.

47th ANNUAL MEETING, SAN FRANCISCO, CALIFORNIA, MARCH 23-26, 1970. New York: American Orthopsychiatric Association, 1970. 136 pp. 2.00

The AOA brings together psychiatrists, psychologists, social workers, anthropologists, educators, sociologists, nurses, and other professionals in a collaborative approach to the study and treatment of problems of human behavior. The 1970 annual meeting included workshops and panel discussions on "The Pre-School Child," "Research Papers on Children and Adolescents," "Schools without Failure," "Careers in Child Care," "Day Care Program," and other subjects related to children and day care.

Freis, Ruth; Miller, Miriam; Platt, Bess; and Warren, Courine. "A Nonsegregated Approach to Head Start." YOUNG CHILDREN 24(1969): 292-96

Children from low-income homes in which there was a language barrier were placed in private nursery schools through scholarship funds. Their parents were encouraged to take part in the preschool planning and were paid for working as aides. This program established a way of finding and sharing solutions to problems in educating young children by middle-class and low-income groups.

THE FUNDAMENTAL LEARNING NEEDS OF TODAY'S YOUNG CHILDREN. Washington, D.C.: National Association for the Education of Young Children, 1970. 11 pp.

The contents of this report include: "What Should Children Be Learning," "How to Program for Learning," "Staffing by People Who Know and Care," "Involvement and Responsibilities of Parents," and "The Setting."

Furuno, Setsu, and Connor, Angie. USE OF NON-PROFESSIONAL PERSONNEL FOR HEALTH SCREENING OF HEAD START CHILDREN. Honolulu: University of Hawaii, 1970. 22 pp. Free

This study was conducted in 1967 to investigate the extent to which non-professional personnel could effectively do health screening of Head Start children for detection of physical, developmental, and intellectual problems.

Gansneder, Bruce M. THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES TOWARD PUPILS AND PUPILS' ATTITUDES AND ACHIEVEMENT. Washington, D.C.: American Educational Research Association, 1970. 20 pp. ERIC, 1.10

"This study focused on the achievement of pupils in 64 schools that varied in: (1) the attitudes teachers held toward students, and (2) racial and economic characteristics."

Gardner, Dorothy E. M., and Cass, Joan E. THE ROLE OF THE TEACHER IN THE INFANT AND NURSERY SCHOOL. Oxford; Pergamon Press, 1965. 175 pp. 4.50

This book presents the results of long and intensive research on the teacher's role in the infant and nursery school. Though the manner in which many teachers are working and the responses made by children are both described, an idea is conveyed of the philosophy underlying the education of young children in England today. A bibliography is included.

Garfunkel, Frank. TEACHING STYLE: THE DEVELOPMENT OF TEACHING TASKS. Mimeographed. Boston: Boston University, 1967. 4 pp. Free

Garfunkel's system focuses on the task as the principal unit for inferring nominal and ordinal comparisons between various approaches to teaching. The paper has four major sections: competence of observers, attitudes of observers, teaching style, and tasks.

Giebink, John W. "Adjustment, Mental Health Opinions, and Proficiency of Child Care Personnel." JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY 33(1969):532-35

The findings of this study support the assumption that there is a relationship between general psychological adjustment and child care proficiency. The setting for the study demanded the formation of meaningful relationships with severely disturbed children.

Goldberg, Gertrude S. JOB AND CAREER DEVELOPMENT FOR THE POOR -- THE HUMAN SERVICES. New York: Yeshiva University, 1968. 38 pp. ERIC, 1.90

"Developing new careers for the disadvantaged . . . in human services organizations serves three purposes -- (1) it frees the professional worker from less critical duties, (2) it increases decent employment opportunities for those having the greatest job problems, and (3) it provides intermediaries between the professional and his 'clients.'"

Goldberg, Gertrude S. NEW NONPROFESSIONALS IN THE HUMAN SERVICES -- AN OVERVIEW. Washington, D.C.: American Psychological Association, 1967. 44 pp. ERIC, 2.35

"Large-scale employment of the unemployed poor as nonprofessionals in the human services is being proposed as a major deterrent to poverty." This paper, presented at the Conference on the Use of Nonprofessionals in Mental Health Work, presents the major issues involved.

Goldberg, Thelma. "Social Work Students in Day-Care Settings."
CHILDREN 14(1967):113-16

As the many types of services needed by culturally deprived preschool children are developed, the role of day care as a preventive service becomes clear. Social work students in day care centers can easily be provided with opportunities to become involved with individual children and families, community concerns, parents' groups and so forth.

Goodale, Eunice C. ASSISTANT TEACHERS AND TEACHERS' AIDES: TRAINING AND ROLES OF AUXILIARY PERSONNEL FOR EARLY CHILDHOOD EDUCATION PROGRAMS. Boston: Garland Junior College, 1966. 12 pp. ERIC, .60

Proposed job descriptions, selection processes, desirable personal qualities, and training programs are outlined.

Goralski, Patricia J. "Kindergarten Teacher Aides and Reading Readiness -- Minneapolis Public Schools." JOURNAL OF EXPERIMENTAL EDUCATION 37(1968):34-38

In order to discover whether teacher aides can be used effectively to help develop reading readiness in kindergarten children, three groups of classes were compared: (1) Group A had no teacher aide, (2) Group B had one teacher aide, (3) Group C, five aides. The aides worked with children in activities designed to increase reading readiness. There were no initial differences between groups, but there were significant differences at the end of one semester in favor of the groups with aides.

Gray, Robert W. FOSTER GRANDPARENTS AND RETARDED CHILDREN. Salt Lake City: Utah Council on Aging, 1967. 83 pp.

The Utah Foster Grandparent project is described. Bibliography.

Grosser, Charles. USING THE NONPROFESSIONAL. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1970. 17 pp. .30

This is a chapter reprinted from BREAKTHROUGH FOR DISADVANTAGED YOUTH. In it, nonprofessional is used to cover all untrained personnel and all ranks of nonprofessional activity. A major focus is on the indigenous worker.

Grosser, Charles; Henry, William E.; and Kelley, James G., eds. NONPROFESSIONALS IN THE HUMAN SERVICES. San Francisco: Jossey-Bass, 1969. 263 pp. 8.50

"Fourteen insightful, in-depth studies explore the problems and possibilities in employing the nonprofessional in the human services. This book analyzes the effects of social change on the mental health professions, and in turn, the social implications of nonprofessionals in the human services."

Grotberg, Edith H. REVIEW OF RESEARCH 1965 TO 1969. Washington, D.C.: Office of Economic Opportunity, Project Head Start, Research and Evaluation Office, 1969. 52 pp. Free

This review of research and demonstration projects includes only those projects supported by the Research and Evaluation Office. The categories are: sub-population characteristics; language, cognitive, intellectual, and achievement behavior; social-emotional behavior and self-concept; demonstration programs; teacher characteristics; parent participation; Head Start and the community; and follow-up.

Gump, Paul V. "Environmental Guidelines of the Classroom Behavioral System." In CONTEMPORARY RESEARCH ON TEACHER EFFECTIVENESS, edited by Bruce J. Biddle and William J. Ellena, pp. 165-95. New York: Holt, Rinehart and Winston, 1964. 6.95

The new orientation to the problem of teacher effectiveness described in this chapter deemphasizes the teacher's personal qualities and social relationships and focuses instead on the teacher's ability to develop a learning environment.

Haberman, Martin. THE ESSENCE OF TEACHING: A BASIS FOR DIFFERENTIATING ROLES. Washington, D.C.: National Education Association, 1970. 10 pp. Free

The author cites motivation as the only process for which all teachers must be held accountable. He then gives seven examples of behavioral styles which teachers can use to implement the function of motivation.

Handler, Ellen. THE PROFESSIONAL SELF IMAGE AND THE ATTRIBUTES OF A PROFESSION: AN EXPLORATORY STUDY OF THE PRESCHOOL TEACHER. Urbana: University of Illinois, 1971. 21 pp.

This study explores the following questions: What is the content or meaning of a professional self image to members of a single occupational group? How is the professional self image distributed among members of the occupational group? What is the relationship between assumption of a professional self image and the attitudes and behaviors commonly associated with definitions of a profession?

Harding, Margaret. HELPING LOW-INCOME HOMEMAKERS: PROGRAMS AND EVALUATIONS, A SELECTED, ANNOTATED BIBLIOGRAPHY. Ithaca: Cornell, Ithaca College of Human Ecology, 1969. 159 pp. ERIC, 8.05

There are 208 entries in this annotated bibliography on educational and other kinds of assistance available to low-income homemakers.

Harris, Gloria. SUPPORT FOR NEW TEACHERS IN POVERTY AREAS. New York: Center for Urban Education, 1968. 54 pp. Free

"The Center for Urban Education supplied seed money for a demonstration project to test various ways of providing assistance to fifty new teachers serving in disadvantaged areas."

Harvey, O. J.; White, B. Jack; Prather, Misha S.; Alter, Richard D.; and Hoffmeister, James K. "Teachers' Belief Systems and Preschool Atmospheres." JOURNAL OF EDUCATIONAL PSYCHOLOGY 57(1966):373-81

Thirty teachers were observed and rated on 26 dimensions relating to such factors as flexibility, attitudes toward rules, encouragement of the children's independence and creativity, need for structure, and punitiveness in order to determine the effects of teachers' belief systems upon the classroom atmospheres they create for preschool children.

Haupt, Dorothy. TEACHER-CHILD INTERACTION: A STUDY OF THE RELATIONSHIP BETWEEN SPECIFIC AND GENERAL TEACHING EXPERIENCE AND TEACHER ATTITUDES TOWARD PROJECT HEAD START. Austin: University of Texas, Child Development Evaluation and Research Center, 1968. 39 pp.

One-hundred-and-forty-five female Head Start teachers completed the AUTOBIOGRAPHICAL AND EXPERIENCE FORM developed by CDERC. Hypotheses of differences between testings, between groups, and interaction were tested by analysis of variation.

Hoff, Wilbur. GUIDELINES FOR THE USE OF HEALTH AIDES IN MIGRANT HEALTH PROJECTS. Washington, D.C.: New Careers Information Clearinghouse, 1969. 48 pp. ERIC, 2.50

These guidelines are the outcome of a nationwide study which evaluated how indigenous aides have been used and how effective they have been in projects under the Migrant Health Act of 1962. A system model presents in diagrammatic form the five major phases of activity that are essential in using auxiliary health personnel effectively. They are initial planning, recruitment and selection, training, work-supervision, and evaluation.

HOW TO ORGANIZE A SCHOOL VOLUNTEER PROGRAM IN INDIVIDUAL SCHOOLS AND SUGGESTED VOLUNTEER AIDES. Los Angeles; Los Angeles City Schools, 1968. 45 pp. ERIC, 2.35

"The school volunteer program of Los Angeles is designed to assist teachers in providing more individualization and enrichment of instruction; to increase children's motivation for learning, to provide an opportunity for interested community members to participate effectively in the school's program and to strengthen school-community relations through this positive participation."

Hromadka, Van G. "Toward Improved Competence in Child-Care Workers." CHILDREN 13(1966):181-97

In this article new careers as human service aides are discussed and some observations on kibbutz children are made.

ISSUES AND ALTERNATIVES -- PUBLIC SCHOOL PERSONNEL POLICIES. Washington, D.C.: National Education Association, 1968. 20 pp. .50

The theme of the Professional Rights and Responsibilities Conference on Civil and Human Rights in Education was "Equality of Educational Opportunity as Affected by Public School Personnel Policies: Recruitment, Hiring, Transfer, Assignment, Promotion, Dismissal." This report focuses on two overriding concerns of the conference: the debate between separation and integration and the need for improved human relations in the schools, and society in general.

Jacobson, Claire. WORK RELATIONS BETWEEN PROFESSIONALS AND PARAPROFESSIONALS IN HEAD START: INTERIM REPORT APRIL 1, 1969 - AUGUST 31, 1970. New York: Bank Street College of Education, 1970. 50 pp. Free

"This report focuses on the differences in work relations between, on the one hand, teachers and teacher aides and, on the other, social workers and social service aides. The data on the basis of which these differences are explicated come from in-depth interviews, classroom observations, and meetings at the Head Start centers."

Jeffrey, Frank; Gerhard, Carol; Schwaderer, Mary; and Ward, Ralph. EDUCATIONAL AIDES. Columbus, Ohio: Ohio Education Association, 1969. 11 pp.

This booklet is part of a study identifying examples of innovative programs in Ohio with the specific purpose of determining the process through which innovation was introduced. Summary data on the experiences of ongoing auxiliary programs are given, and a statement is made regarding several legal questions which have been raised concerning the status of auxiliary personnel within a school system.

Jester, R. Emile. FOCUS ON PARENT EDUCATION AS A MEANS OF ALTERING THE CHILD'S ENVIRONMENT, 1969. 11 pp. ERIC, .65

"The Florida Parent Education Model, working with 5- to 7-year-olds enrolled in Follow Through programs, is based on the premise that a child's home environment has the most lasting influence on his adaptation to school and to the world around him. The program recruits parent educators from environments similar to those of mothers with whom they will work. The parent educators visit parents in their homes and provide them with specific tasks to work on with their children. The program at this point appears to be moderately successful."

Jester, R. Emile, and Bear, Nancy R. RELATIONSHIP BETWEEN TEACHERS' VOCABULARY USAGE AND THE VOCABULARY OF KINDERGARTEN AND FIRST GRADE STUDENTS. Gainesville: University of Florida, 1969. 9 pp. ERIC, .55

The data in this study indicated that the percentage of words used by the teachers and known by the students seems to vary with social class, race, and grade. However, it is noted that some breakdowns of the data resulted in samples too small to be significant, and trends were not always substantial.

THE JOB DESCRIPTION: ACTION TOWARD CAREER DEVELOPMENT. New York: College for Human Services, 1967. 25 pp. .50

The job descriptions are comprised of total functions which have been ably performed by Talent Corps students at field training placements throughout communities of New York City, and represent success in many areas of community service.

Jones, Betty Lacy. "Nonprofessional Workers in Professional Foster Family Agencies." CHILD WELFARE 45(1966):13-25

Answers were sought to three questions: What kinds of assignments require nonprofessionals to work with clients and foster parents? What policies and supervisory controls are different for nonprofessionals? What nonprofessionals' work is considered satisfactory? Suggestions for four different jobs emerge from the findings,

Karnes, Merle B. A NEW ROLE FOR TEACHERS; INVOLVING THE ENTIRE FAMILY IN THE EDUCATION OF PRESCHOOL DISADVANTAGED CHILDREN. Urbana: University of Illinois, 1969. 21 pp. ERIC, 1,15

The teacher training program described here was developed only after each component of the program had been empirically tested: "Teachers were retrained through course work and workshops to teach disadvantaged children. These teachers then taught mothers and older siblings of disadvantaged families the skills and knowledge necessary to instruct the preschool child."

Katz, Lilian G. EARLY CHILDHOOD EDUCATION AS A DISCIPLINE. Urbana: University of Illinois, 1970. 15 pp. ERIC, .85

Eight parameters of early childhood education are proposed and explored in this paper: characteristics of clients, characteristics of teachers and assisting adults, curriculum, philosophical orientation and historical factors, parent power, administrative factors and sponsorship, length of program, and physical plant and climate.

Katz, Lilian G. TEACHING IN PRESCHOOL SETTINGS: RESEARCH AND IMPLICATIONS. Urbana: University of Illinois, 1969. Unpaged

A bibliography covering: Reviews, background of preschool teaching, related literature (research, theory, position papers, etc.), teacher training, instruments and observation techniques, comparative studies -- comparisons of teaching methods, curricula, teacher attitudes and teacher behavior, teacher performance, and experiments in teaching.

Katz, Lilian G., and Weir, Mary K. STAFFING PRESCHOOLS: BACKGROUND INFORMATION. Urbana, Illinois: National Laboratory on Early Childhood Education, 1969. 7 pp. ERIC, .50

This report explores general staffing information, such as education and experience of both professional and paraprofessional staff, certification credentials, and minority group representation.

Keliher, Alice V. "Effective Learning and Teacher-Pupil Ratio." CHILDHOOD EDUCATION 43(1966). (Reprint available from Association for Childhood Education International)

Studies showing the advantages of small class size, especially for very young children, are cited to support the author's figures for desirable teacher-pupil ratios: for disadvantaged children, a ratio of five to one adult, with 15 in a group; for retarded and handicapped children, 10 to 15 in a group; and a maximum of 25 in an elementary classroom.

Kira, Marian M. HOME ECONOMICS WORK WITH LOW-INCOME PEOPLE: JULY 1, 1961 - JUNE 30, 1967. 1969. 55 pp. ERIC, 2.85

The finding of this report is that the use of nonprofessional aides in homemaker services and allied activities in 51 of New York's 55 counties has greatly enriched the program.

Krebs, Mary. "The Establishment of Social Work Services in a Day Care Center." CHILD WELFARE 45(1966):218-20

This paper describes a program through which social workers and day care center teachers learned more about each other's contributions to day care service.

Lamb, Howard E.; Ziller, Robert C.; and Maloney, Alan W. THE DEVELOPMENT OF SELF-OTHER RELATIONSHIPS DURING PROJECT HEAD START. Newark: University of Delaware, 1965. 178 pp. ERIC, 17.80

The objective of this study was to investigate whether Project Head Start would produce positive changes in self and self-other relationships, and as a means of differentiating program effectiveness, to investigate the relationship between certain characteristics of Head Start teachers and self and self-other changes in their students.

Levine, Murray G., and Donlan, Kaye. PROJECT SCRANTON: STUDENT TEACHERS AS TUTORS FOR CHILDREN IN AN INNER CITY SCHOOL. Buffalo: State University of New York, 1966. 30 pp. ERIC, 1.65

"A tutoring program developed for first-grade inner-city children, employing student teachers as tutors, is evaluated in this report."

Levinson, Perry. "Role Analysis of the Indigenous Nonprofessional." SOCIAL WORK 11(1966):95-101

One of the newest members of the team serving social welfare clients is the "indigenous nonprofessional," who, until very recently, was a member of the very client population the agency serves. This paper raises basic research issues concerning the role of this kind of auxiliary personnel in social welfare agencies.

Linn, Emma Lou. THE SOCIALLY DISADVANTAGED CHILD: TEACHER CORRELATES. Ph.D. dissertation, University of Texas, 1966. 85 pp.

The ultimate purpose of this study was to provide additional research in the teacher area. Teacher background and behavior have been shown to influence classroom climate and pupil achievement.

Lippitt, Peggy. "Cross-age Relationships -- An Educational Resource." CHILDREN 12(1965):113-17

"We have attempted to determine what is required to implement a constructive program of cross-age interaction; and have begun to collect data on, and evaluate the impact of, the perceptions children have of other children who are older and younger than they are."

Lortie, Dan C. "The Teacher's Shame: Anger and the Normative Commitments of Classroom Teachers." SCHOOL REVIEW 75(1967):155-71

Certain norms which make up the teacher's conscience are scrutinized, particularly the normative commitments which emerge from an inquiry into sources of shame among teachers.

Lynton, Edith F. THE SUBPROFESSIONAL: FROM CONCEPTS TO CAREERS. New York: National Committee on Employment of Youth, 1967. 177 pp. 4.00

This is a report of a conference to expand and develop sub-professional roles in health, education, and welfare.

MANUAL FOR CHILD CARE WORKERS. St. Paul: Minnesota Department of Public Welfare, 1961. 39 pp. Free

The manual is intended to "show how a team working together can improve child care practices."

McPherson, Gertrude Huntington Wright. THE ROLE-SET OF THE ELEMENTARY SCHOOL TEACHER: A CASE STUDY. Ph.D. dissertation, Columbia University, 1966. 520 pp.

From the intensive study of nine elementary school teachers for one year, the teacher's role-set is described and its components analyzed, with particular attention to the sources of conflict within the role-set, the teacher's attempts to cope with these conflicts, and the consequences for the teacher and the social system.

Medley, Donald M., and Mitzel, Harold E. "Some Behavioral Correlates of Teacher Effectiveness." JOURNAL OF EDUCATIONAL PSYCHOLOGY 50 (1959):239-46

The purpose of this study was to examine the relationships between some measures of teacher effectiveness and some teacher behavior variables obtained in the course of an investigation of the graduates of a coordinated teacher preparation program in the municipal colleges of New York City.

Milich, Cynthia; Prescott, Elizabeth; and Jones, Elizabeth. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAMS. PART I: GROUP DAY CARE, A STUDY IN DIVERSITY. Pasadena, California: Pacific Oaks College, 1969. 145 pp. ERIC, 7.35

How does a community get group day care? Once it is obtained, how can the community regulate its quality? To answer these questions, the report examines most aspects of every possible kind of group day care projects, ranging from local church projects to federally funded programs. Bibliography.

MODEL PROGRAMS CHILDHOOD EDUCATION: FOSTER GRANDPARENT PROGRAM, NASHVILLE, TENNESSEE. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 12 pp. .15

Institutionalized children benefit by the relationship with a foster grandparent in this program organized to help senior citizens support themselves.

Morris, Marjorie Simpson. "The California Credential Story: A New Specialization for Teachers of Young Children." YOUNG CHILDREN 25 (1970):268-79

"The Governor of California, on September 4, 1969, signed into law Senate Bill no. 982 which established a Standard Teaching Credential with Specialization in Early Childhood Teaching. The history of this law and its far-reaching implications for early childhood education are herewith documented."

Mueller, Carol-Coe Conway. CAREER DEVELOPMENT IN HEAD START: COMPONENTS, ROLES AND PROGRAM OPTIONS. Vol. 1. New York: Bank Street College of Education, 1970. 138 pp. Free

Career development is outlined here according to its basic parts or components and according to the steps to take in the career development of individual staff members. Included in the appendixes are resource organizations and a bibliography of career development materials.

Mueller, Carol-Coe Conway. CAREER DEVELOPMENT IN HEAD START: THE TEACHING AND COMMUNITY SERVICE LADDERS. Vol. II. New York: Bank Street College of Education, 1970. 117 pp. Free

An explanation of career ladders is provided in this booklet as well as sections describing ways of supporting career ladders.

NATIONAL ELEMENTARY PRINCIPAL 46(1967)

This entire issue of the magazine is devoted to auxiliary personnel in the elementary school.

Neleigh, Janice, and Levy, Jerome. UTILIZATION OF NON-PROFESSIONALS AS DEMONSTRATED BY DONA ANA MENTAL HEALTH SERVICES: A CONFERENCE REPORT. Las Cruces, New Mexico: Dona Ana Mental Health Services, 1969. 91 pp. ERIC, 4.65

The training and use of nonprofessionals in this program represented a significant change in structure, manpower utilization, and delivery system for such services. The conference reviewed staffing and organization, client characteristics, client satisfaction, training concepts, and project impact on the community and state.

NEW CAREERS FOR THE DISADVANTAGED IN HUMAN SERVICE: REPORT OF A SOCIAL EXPERIMENT. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1970. 269 pp. Free

"This report describes an experimental New Careers program conducted by the Howard University Institute for Youth Studies during the period from 1965 to 1967."

NEW CAREERS IN AMERICAN EDUCATION: PROCEEDINGS OF THE STATE-WIDE TEACHER AIDE CONFERENCE. Champaign, Illinois: Parkland College and the University of Illinois, 1970. 20 pp. Free

This is a brief outline of this first annual conference. Seminars stressed trends toward the utilization of teacher aides, and the importance of the role of research, especially in regard to evaluating real life work experiences and practices. Training methods utilizing new media and technology were discussed and model training methods considered.

Niedermeyer, Fred C., and Ellis, Patricia. THE SWRL TUTORIAL PROGRAM: A PROGRESS REPORT. Inglewood, California: Southwest Regional Laboratory, 1969. 18 pp. ERIC, 1.00

"Fifth- and sixth-grade students were trained by kindergarten teachers to tutor kindergarten pupils in reading by using highly structured practice exercises."

Noar, Gertrude. THE TEACHER AND INTEGRATION. Washington, D.C.: National Education Association, 1966. 97 pp. 1.50

This is the first in a new series of student NEA publications designed to provide college students and beginning teachers with useful information about important educational issues.

PEABODY JOURNAL OF EDUCATION 48(1971). 99 pp. 1.75

This issue is devoted to the topic of early childhood education.

Pearl, Arthur, and Riessman, Frank. NEW CAREERS FOR THE POOR: THE NONPROFESSIONAL IN HUMAN SERVICE. New York: Free Press, 1965. 273 pp. 6.95

"The basic idea is to develop four to six million meaningful careers -- not merely jobs -- for the poor in the helping professions such as social work, teaching, recreation, and health service."

Pierce-Jones, John. MIDDLE CLASS MOTHER-TEACHERS IN AN EXPERIMENTAL PRESCHOOL PROGRAM FOR SOCIALLY DISADVANTAGED CHILDREN. Austin: University of Texas, 1968. 59 pp. ERIC, 3.05

"A short term preschool readiness program was designed in 1967 to employ nonpedagogically trained middle class mothers as teachers for preschool disadvantaged children."

Pisapia, Matthew L.; and Hanwell, Albert F. "Social Work in Day Care." CHILD WELFARE 48(1969):268

"Methods of assessing the value of social work services as an adjunct to day care programs were tested in a 16-month project. The findings indicate important benefits to parents and children. Day care personnel also found that the social worker's contribution enhanced the functioning of the program."

Prescott, Elizabeth; Jones, Elizabeth; and Kritchevsky, Syvil. GROUP DAY CARE AS A CHILD-REARING ENVIRONMENT: AN OBSERVATIONAL STUDY OF DAY CARE PROGRAM. Pasadena, California: Pacific Oaks College, 1967. 453 pp. ERIC, 22.75

"The purpose of this study was to describe fully day care programs, to find factors predictive of differences in programs, and to evaluate the effectiveness of day care centers."

Prescott, Elizabeth; Jones, Elizabeth; Marshall, Ellen; and Milich, Cynthia. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAM. PART II, GROUP DAY CARE: THE GROWTH OF AN INSTITUTION. Pasadena, California: Pacific Oaks College, 1970. 187 pp. ERIC, 9.45

This monograph continues an analysis of group day care as a social institution. Part II focuses on the decision-making process with regard to the background of problems met in setting up community day care. Licensing, standards, and staffing of day care facilities are examined.

PROCEEDINGS: EARLY CHILDHOOD INTERVENTION RESEARCH CONFERENCE.
Tampa: University of Florida, Institute III: Exceptional Children
and Adults and Early Childhood Education, 1970. 106 pp. Free

There are at least two directions in which current models of educating children can be expanded: the first is to recognize that the educational process really should not be limited to any arbitrary chronological age restrictions; and second, expansion of traditional programs should involve the recognition that the educational enterprise cannot be the total responsibility of professional educators.

PROCEEDINGS OF THE CONFERENCE ON THE USE AND ROLE OF TEACHER AIDES.
Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, 1969. 135 pp. ERIC, 6.85

This document contains case studies and other conference presentations.

PROJECT HEAD START CAREER PLANNING AND PROGRESSION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 36 pp. Free

As part of its policy of providing employment and development opportunities for low-income residents of Head Start communities, Head Start initiated a program of career development. Included in this booklet is information on career progression plans, salary advancements, and advancement criteria.

PROJECT HEAD START EVALUATING PERFORMANCE AND PROGRESS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 26 pp. Free

A part of the career development program of Head Start, the contents of this booklet include "The New Employee," "Evaluation Forms," and "The Progress and Planning Discussion."

PROJECT HEAD START RECRUITMENT AND SELECTION FOR A CHILD DEVELOPMENT CENTER. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 28 pp. Free

As part of the career development program, this booklet covers the following subjects: responsibility for recruitment and selection of paid staff, recruiting candidates, applicant files and records, selection policies, qualifications, and suggestions on selection procedures.

A PROPOSAL TO ESTABLISH A WORK-RELATED CHILD DEVELOPMENT CENTER.
Cambridge, Massachusetts: KLH Child Development Center, 1967.
95 pp. 2.00

The KLH demonstration preschool was initiated to offer a way of preventing poverty and some of the causes of poverty by widening employment opportunities and educating children. The proposal covers the need, advantages, related practice experience, objectives, mode of operation, project staff, facilities, and financing.

Rahmlow, Harold F., and Kiehn, Shirley O. A SURVEY AND ANALYSIS OF MAJOR TASKS, KNOWLEDGE ASSOCIATED WITH WORK IN CHILD CARE OCCUPATIONS. Pullman: Washington State University, 1967. 19 pp. ERIC, 1.76

This study was conducted to identify knowledge and competencies associated with nonprofessional child care occupations for use in occupational curriculums or family life educational programs. Appendices are included.

Rashid, Martha; Gordon, Ira; Haberman, Martin; and Richards, Helen. THE TEACHER AND CLASSROOM MANAGEMENT. Princeton, New Jersey: Educational Testing Service, 1968. 70 pp. ERIC, 3.60

Part of a series of seminars on Head Start research, this paper deals with the potential contribution of teacher style to classroom management. Suggestions are made for future research efforts directed toward improving educational programs for young children. A bibliography is included.

Reichenberg-Hackett, Wally. "Practices, Attitudes, and Values in Nursery Group Education." PSYCHOLOGICAL REPORTS 10(1962):151-72

This report concerns a systematic investigation of the practices and attitudes of nursery teachers as expressed in their actions. It is intended as a pilot study for similar investigations in different American subcultures, as well as abroad, to assist in clarifying similarities and differences in the education of the preschool child in different cultural settings.

Richan, William C. "A Theoretical Scheme for Determining Roles of Professional and Nonprofessional Personnel." SOCIAL WORK 6(1961): 22-28

The material "represents one approach to the question of how best to use graduate social workers and other agency personnel."

Riessman, Frank. BLUEPRINT FOR THE DISADVANTAGED. New York: Anti-Defamation League of B'nai B'rith, n.d. 43 pp. .75

This booklet, designed for teachers, confronts the problems inherent in educating disadvantaged pupils and presents ways in which lasting improvements can be made.

Riessman, Frank, and Gartner, Alan. PARAPROFESSIONALS: THE EFFECT ON CHILDREN'S LEARNING. New York: Urban Review, 1969. 2 pp.

While most literature on the use of paraprofessionals in schools has focused on their activities, selection, and training, this article focuses on the relationship of the use of paraprofessionals to pupil performance.

Rittenhouse, Carl H. AN INTERPRETIVE STUDY OF THE USE OF PARAPROFESSIONAL AIDES IN EDUCATION. Menlo Park, California: Stanford Research Institute, 1969. 91 pp. ERIC, 4.65

"This document summarizes and interprets the findings of a study of teacher aide programs operating in nineteen school districts throughout the country. An in-depth interview approach was used with administrators, parents, and paraprofessional aides in each district."

Roessel, Robert S., Jr. "The Right to Be Wrong and the Right to Be Right." JOURNAL OF AMERICAN INDIAN EDUCATION 7(1968):1-6

The author encourages the participation of indigenous people because the importance of their contribution outweighs errors caused by lack of education or experience. At Rough Rock Navaho Demonstration School, education has been "given back to the Indians," resulting in two distinguishing features, local control and cultural identification.

Rosenthal, Robert, and Jacobson, Lenore. PYGMALION IN THE CLASSROOM: TEACHER EXPECTATION AND PUPILS' INTELLECTUAL DEVELOPMENT. New York: Holt, Rinehart and Winston, 1968. 240 pp. 3.95

This book is about interpersonal self-fulfilling prophecies: "how one person's expectation for another person's behavior can quite unwittingly become a more accurate prediction simply for its having been made."

Rotter, George S. EFFECTS OF CLASS AND RACIAL BIAS ON TEACHER EVALUATION OF PUPILS. Brooklyn: Long Island University, 1966. 180 pp. ERIC, 7.28

"The particular focus of this study was upon the extent to which values and attitudes of teachers influence their evaluation and ratings of students of varying classes and ethnic origins."

Saltz, Rosalyn. FOSTER-GRANDPARENTS AND INSTITUTIONALIZED YOUNG CHILDREN; TWO YEARS OF A FOSTER-GRANDPARENT PROGRAM. Detroit: Merrill-Palmer Institute, 1968. 93 pp. Free

This is the final report of the Foster-Grandparent Research Project. A bibliography is included.

Saunders, Jack O. L. THE BLUEPRINT POTENTIALS OF THE COOPERATIVE TEACHER EDUCATION PREPARATION UTILIZING THE TALENTED MEXICAN AMERICAN. Las Cruces: New Mexico State University, 1969. 17 pp. .95

This program provides students with work and study experiences as well as financial aid. Over half of the students in this cooperative program have been of Mexican American extraction.

THE SCHOOL SOCIAL WORKER IN THE NEW YORK STATE EXPERIMENTAL PREKINDERGARTEN PROGRAM. Albany: New York State Education Department, 1969. 4 pp. ERIC, .35

"The New York State experimental prekindergarten staff has many diverse functions to perform."

SCHOOL VOLUNTEERS. Washington, D.C.: Educational Service Bureau, Administrative Leadership Service, 1966. 61 pp. 4.50

This booklet considers the overall program for volunteers in schools. It deals with roles, recruitment, training, and other such broad areas.

Scott, Myrtle. "Some Parameters of Teacher Effectiveness as Assessed by an Ecological Approach." DARCEE PAPERS AND REPORTS, vol. 3, no. 3. Nashville: George Peabody College for Teachers, 1969. 27 pp. Free

The author found that effective and ineffective teachers show objective, quantifiable behavioral differences in terms of both the structure and the quality of their behavior. Differences in the behavior of teachers did appear as a function of their effectiveness as judged by supervisors. It was also found that an ecological specimen record approach was a very rewarding technique for getting at some of these differences with high potential for further research.

Scott, Myrtle. "Teacher Effectiveness: A Position." DARCEE PAPERS AND REPORTS, vol 3, no. 8. Nashville: George Peabody College for Teachers, 1969. 15 pp. Free

Through a review of the literature on teacher effectiveness, the author has found the following directions and trends apparent: Research regarding presage variables has yielded at best conflicting and confusing results; clearer guidelines

are needed regarding the ultimacy of product criteria; observational techniques appear to be much more behaviorally oriented and more objective than other methodologies; attempts to integrate, translate, and relate meaningfully significant material already available would appear to have high priority on a list of suggested research activities on the subject; and attempts to deal with teacher effectiveness as an entity are not thought to be profitable lines of inquiry.

Sharpe, Donald M. STUDYING TEACHER CLASSROOM BEHAVIOR TO DETERMINE HOW PARAPROFESSIONALS CAN HELP IN THE CLASSROOM. Washington, D.C. National Education Association, 1969. 19 pp. Free

The author looks carefully at what teachers do in the classroom in order to identify the role of the paraprofessional.

Shoudel, Pearl W. A DESCRIPTIVE RESEARCH STUDY OF BIRACIAL STUDENT TEACHER TEAMS. Little Rock: Philander Smith College, 1969. 15 pp. ERIC, .85

The purpose of this study was to determine whether or not attitudes toward another race would be changed by participation in a biracial program. Pairs of student teachers, one Negro and one Caucasian, worked together as they did part of their student teaching in a Negro school under a Negro cooperating teacher, and part in a predominantly white school under a Caucasian cooperating teacher.

Sigel, Irving E.; Jackson, Joseph P.; Schalock, H. Del; McDavid, John W.; and Beller, E. Kuno. THE TEACHER IN INTERVENTION PROGRAMS. Princeton, New Jersey: Educational Testing Service, 1969. 65 pp. ERIC, 3.35

These papers are aimed at focusing on and elaborating the role of the teacher in the educative process.

Sollie, Carlton R., and Linder, William W. CREATING AND USING SYSTEMIC LINKS AMONG LOW-INCOME FAMILIES. State College, Mississippi: Mississippi State University, 1969. 17 pp. ERIC, .95

An experimental program of directed social change was undertaken in nine Mississippi counties to test the hypothesis that the creation and use of systemic links in extension work would result in desired changes in home-making practices among low-income families.

Somers, Gerald G.; Kreps, Juanita; Mangum, Garth; McKechnie, Graeme; Perlman, Richard; and Taylor, David. THE TRAINING AND PLACEMENT OF OLDER WORKERS; AN EVALUATION OF FOUR COMMUNITY PROJECTS. Madison: University of Wisconsin, Center for Studies in Technical and Vocational Education, 1967. 214 pp. ERIC, 10.80

In this study, the experience of four projects in counseling and placing older hard-core unemployed workers in jobs was examined.

Sontag, Marvin. ATTITUDES TOWARD EDUCATION AND PERCEPTION OF TEACHER BEHAVIORS. Ph.D. dissertation, New York University, 1967. 154 pp.

The purpose of this study was to test the relation between attitudes toward education and perceptions of teacher behaviors. The following hypotheses were tested: The two major factors that underlie attitudes toward education, "progressivism" and "traditionalism," will emerge in the perception of teacher behavior. Among progressives, behaviors associated with interpersonal relations, social norms, subject matter, and discipline will be perceived as desirable in the order presented. Among traditionalists, behaviors associated with subject matter, discipline, interpersonal relations, and social norms will be perceived as desirable in the order presented.

Speer, David C. APPENDIX TO SOME GUIDELINES IN THE SELECTION OF DAY CARE PERSONNEL; METHODOLOGY, ANALYSIS, AND RESULTS. Mimeographed. 1967. 10 pp. Free

The subjects of this study were 37 female child care workers and assistants employed by the Wilder day care centers in St. Paul, Minnesota. Rating scales used by the supervisors are included.

Speer, David C. "Some Guidelines in the Selection of Day Care Personnel." CHILD WELFARE 45(1966):584-92

"Certain kinds of objective personality tests and personal information are found to correlate with subjective evaluations by supervisors of the performance of day care workers. These findings hold promise for the formulation of valuable employment screening criteria."

STAFFING FOR BETTER SCHOOLS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education. 40 pp. .30

"Many schools have found that some unorthodox approaches to school staffing may prove far more than a stopgap to the personnel problem -- they may, in fact, enrich the classroom experience for all, breach the 'paper curtain' which has separated the school from the community and help lead American education into a period of dynamic growth and progress."

Stocks, William B. "Searching for Teachers within Subcultures." CHILDHOOD EDUCATION 42(1965):86-88

To relieve an acute teacher shortage and to bring greater educational opportunities to large numbers of children, schools in Coachella Valley, California, have initiated a teacher-aide program. The problem of quality teaching is incalculably worse among the culturally disadvantaged, complicated further by the continued prevalence of middle-class teachers who lack the understanding that will assist these children to cross the bridge of acculturation. The author proposes a solution: find quality teachers in the ranks of the students who need it most.

STUDYING THE CONTRIBUTION OF THE PARAPROFESSIONAL AND PLANNING FOR THEIR RECRUITMENT, SELECTION, TRAINING, AND USE IN THE WAYNE COUNTY PUBLIC AND NON-PUBLIC SCHOOLS -- THE PARAPROFESSIONAL STUDY, TITLE III. Detroit: Wayne County Intermediate School District, 1968. 49 pp. Free

The use of trained paraprofessionals is seen as one approach to meeting the demands of society to heal the breach between the school and the community. Involving trained community workers as school paraprofessionals could be the needed link to make schools responsive to the community.

SUGGESTED GUIDELINES: SUPPLEMENTARY EDUCATIONAL PERSONNEL. Phoenix, Arizona: State Department of Public Instruction, n.d. 40 pp. 2.00

These guidelines are concerned with supplementary educational personnel in general, with an emphasis on teacher aides. An evaluation program is included.

TEACHER AIDE PROGRAM 1966-67. Minneapolis: Special School District No. 1, 1967. 22 pp. ERIC, 1.20

"This report contains an overview of the evaluation of the teacher aide program, a summary of questionnaire responses of the 254 aides who participated, and an experiment conducted during the second semester of 1967 to assess whether teacher aides could be used effectively to help develop reading readiness in kindergarten children."

TEACHER AIDES: BIBLIOGRAPHIES IN EDUCATION. Ottawa: Canadian Teachers' Federation, 1970. 15 pp. ERIC, .85

This bibliography of 211 items covers a period of approximately 10 years and is based on the following sources: the Canadian Education Index, the Education Index, Current Index to Journals in Education, Cumulative Book Index, Research in Education, Education Studies Compiled in Canadian Universities, and Research Studies in Education.

TEACHER CHARACTERISTICS, STUDENT CHARACTERISTICS. Columbus, Ohio: ERIC Information Analysis Center for Science Education, 1969. 15 pp. ERIC, 1.15

"Reported are 49 citations of documents related to teacher and student characteristics in science and mathematics education."

TEACHING THE DISADVANTAGED YOUNG CHILD: COMPILATION OF SELECTED ARTICLES FROM "YOUNG CHILDREN." Washington, D.C.: National Association for the Education of Young Children, 1966. 128 pp. 2.00

This book contains 15 articles on the need for goals, problems, and operation of various educational endeavors for young disadvantaged children. Selected bibliography appended.

UNC-G DEMONSTRATION PROJECT GROUP CARE OF INFANTS AND TODDLERS: STAFF RESPONSIBILITIES AND JOB DESCRIPTIONS. Mimeographed. Greensboro: University of North Carolina, 1969. 8 pp.

The Demonstration Nursery Center provides all-day care for 25 to 30 infants and toddlers, employing 11 full-time and 11 part-time persons. Staff responsibilities and job descriptions are provided according to three categories: professional positions, clerical positions, and auxiliary staff.

USE OF TEACHER AIDES, 1968-69. Washington, D.C.: National Education Association, 1969. 15 pp. .45

The data on teacher aides in this report are confined to "all nonprofessionals who relieve regular teachers of some non-teaching duties, whether they are paid or volunteer their time." Tables show the number of aides by type of school, whether they are paid or volunteer, and the sources of funds used.

UTILIZATION OF TEACHER AIDES: A PUBLICATION FOR THOSE CONCERNED WITH THE RECRUITMENT, SELECTION, PREPARATION AND UTILIZATION OF TEACHER AIDES. Toppenish, Washington; Center for the Study of Migrant and Indian Education, 1970. 35 pp. ERIC, 1.85

This set of guidelines has been compiled for the recruitment, selection, preparation and utilization of teacher aides.

Waldgeir, Max. PROPOSED POLICIES AND PROCEDURES FOR FUNDING DAY CARE CENTERS. Mimeographed. New York: Human Resources Administration, 1970. 51 pp. Free

Included in these proposed policies are policies on funding of group day care centers; checklist of requirements for continuing and interim funding of day care centers; applying for day care funding procedures; salary scale for day care center employees; sample annual budgets for day care centers; and guidelines for group day care of infants.

Weber, Evelyn. EARLY CHILDHOOD EDUCATION: PERSPECTIVES ON CHANGE. Worthington, Ohio: Charles A. Jones Publishing Company, 1970. 202 pp. 7.50

This is a review of innovative teaching procedures for young children from infancy to age eight or nine. The book has sections on general trends in early childhood education; forces propelling change; and programs for infants and toddlers, for children from two to five, and for children in the primary grades.

Webster, Staten W. "Parental Antecedents of Teacher-to-Pupil Behaviors: A Study of Identification." JOURNAL OF EXPERIMENTAL EDUCATION 32(1964):389-94

This investigation focuses on the question of whether there is a relationship between the interpersonal behaviors which teachers report they have received from their parents as children, and the ways in which they behave toward their pupils.

Weed, Verne, and Denham, William H. "Toward More Effective Use of the Nonprofessional Worker: A Recent Experiment." SOCIAL WORK 6(1961): 29-36

"In an era of acute shortage of professional personnel, the authors contend that social work must broaden its concept of the helping person to include the resource of the untrained or partially trained worker."

Weintraub, Samuel. "Teacher Expectation and Reading Performance." READING TEACHER 22(1969):555-59

This article reviews research on the effect of teacher expectancy on pupil performance and raises some questions about the implications for instruction.

White, William F. TACTICS FOR TEACHING THE DISADVANTAGED. New York: McGraw-Hill, 1971. 274 pp. 7.95

This book presents some creative attempts at devising new strategies for teaching the disadvantaged, as well as reporting evidence of successful contemporary programs for economically deprived children.

Wilensky, Harold. OBSERVATIONAL TECHNIQUES IN PRESCHOOL CLASSROOMS. New York: New York University, Institute for Developmental Studies, 1966. 76 pp. 3.80

The intent of developing a method for observing and describing significant aspects of teacher-pupil behavior was threefold: 1) to determine the extent to which theoretical principles and stated educational objectives were being implemented in the classroom, 2) to determine the extent to which the enrichment program was being replicated within the project classes, and 3) the identification of teacher-pupil behavior that contributed to the enhancement of cognitive skills in children.

Williams, Catherine M., and Burnett, Collin W. THE TEEN TUTOR AND LEARNING. Columbus: Ohio State University, 1969. 117 pp. ERIC, 6.35

"This document describes a cooperative tutorial program designed to break the cycle of educational disadvantage in urban areas."

Woods, Margaret S. THINKING, FEELING, EXPERIENCING: TOWARD REALIZATION OF FULL POTENTIAL. Washington, D.C.: National Education Association, 1962. 40 pp. .75

This publication is designed to help teachers in their guidance of children in the development of creativity through thinking, feeling and experiencing.

Yando, Regina M., and Kagan, Jerome. "The Effect of Teacher Tempo on the Child." CHILD DEVELOPMENT 39(1968):27-34

Comparing children who had reflective first grade teachers with those who had impulsive first grade teachers, it was found that those taught by experienced reflective teachers showed a greater increase in response time over the course of the academic year than all other children.

B. TRAINING

Abbott, Margaret, IMPLEMENTATION OF THE TEACHER AND HIS STAFF: APPLICATION FOR CONTINUING GRANT. Grand Forks, North Dakota: Grand Forks Public Schools, 1968. 73 pp. 1.50

This project had four objectives: to accomplish the improvement of instruction through staff professionalization; to attack the nation-wide inadequacy of teacher supply problem; to observe and evaluate the potential of "randomly selected" teachers to utilize other personnel; and to disseminate via various media the results of this experiment.

THE ABC'S OF TEACHER CORPS RECRUITING. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1967. 34 pp. ERIC, 1.80

The first half of this guide on Teacher Corps recruiting presents all the procedures necessary for an effective college campus recruiting program. The second half is a detailed description of a Teacher Corps recruitment program which took place in Chicago in 1967.

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION. Columbus: Ohio State University, ERIC Clearinghouse on Vocational and Technical Education, Winter 1970. 216 pp. 2.75

This quarterly publication announces the availability of documents acquired and processed by the ERIC clearinghouse on vocational and technical education.

AIDES TO TEACHERS AND CHILDREN. Washington, D.C.: Association for Childhood Education International, 1968. 64 pp. 1.50

Based on the premise that aides, whether paid staff members or volunteers, will make better teachers and better programs for children, this booklet has sections on recruitment, duties, and education of aides for the classroom. A bibliography is included.

ANALYTICAL SUMMARIES OF SPECIFICATIONS FOR MODEL TEACHER EDUCATION PROGRAMS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 200 pp. 2.00

Ten models for elementary teacher education have been summarized for two purposes: to provide information about the models and to furnish a basis for comparing and contrasting new approaches to the preparation of elementary school personnel.

Anderson, Rodney I., and Pilson, Hilda Archer. CAREER DEVELOPMENT IN HEAD START: ADULT DEVELOPMENT AND ADULT LEARNING. Vol. III. New York: Bank Street College of Education. 1970. 93 pp. Free

This booklet has been designed for Head Start personnel who provide supportive and counseling services to Head Start career aspirants. An understanding of adult development and how adults learn is seen as the key to effective counseling.

Aronowitz, Stanley. MOBILIZATION FOR YOUTH'S NEW MODEL FOR SUBPROFESSIONAL TRAINING: ITS IMPACT ON NEW YORK CITY'S HEALTH SERVICES. New York: New York University, New Careers Development Center, n.d. 5 pp. Free

Mobilization for Youth's New Health Occupations Programs is a pioneer in the development of a new and important model for the use of nonprofessionals in the human service field. The unique contribution of MFY's training design is that it enables subprofessionals to perform genuine community service work, gives them ability to negotiate the system, handle great detail, and use initiative and judgment in this process, of the work normally assigned to professionals.

Arth, Alfred A.; Wagoner, Jennings L.; and Groden, Austin F. THE TEACHER AIDES: THE PREPARATION AND UTILIZATION OF PARAPROFESSIONALS. Charlottesville, Virginia: University of Virginia, Curry Memorial School of Education, 1971. 56 pp. 2.00

This publication describes the social and educational dimensions of a teacher aide training program, the design of the training program, and evaluation procedures and conclusions. The appendices include evaluation forms, questionnaires, sample units, and statistical analyses.

AUXILIARY SCHOOL PERSONNEL. Washington, D.C.: National Education Association, 1967. 20 pp. .50

This pamphlet presents information useful to educators considering some of the issues in the use of auxiliary school personnel. Problems considered are appropriate roles, manner of selection, kind of training, controls for screening and certifying, and attitudes of teachers.

Berman, Samuel P. "A Report on a CWLA Pilot Project to Train New Child Workers." CHILD WELFARE 49(1970):256-60

The Child Welfare League of America conducted a demonstration and research project to recruit and train 500 unemployed or underemployed persons as child care workers in order to reduce the serious manpower shortage in the child care field.

Borus, Michael E., and Tash, William R. MEASURING THE IMPACT OF MANPOWER PROGRAMS: A PRIMER. Ann Arbor: University of Michigan -- Wayne State University, Institute of Labor and Industrial Relations, 1970. 81 pp. 2.50

This primer presents an introduction to the measurement of manpower program impact, concentrating on basic techniques, with a special emphasis on correcting deficiencies in past studies.

Bowman, Garda W., and Klopff, Gordon. AUXILIARY SCHOOL PERSONNEL: THEIR ROLES, TRAINING AND INSTITUTIONALIZATION, BASED ON A NATIONWIDE STUDY OF TEACHER-AIDES, TEACHER-ASSISTANTS, FAMILY WORKERS, AND OTHER AUXILIARY PERSONNEL IN EDUCATION. New York: Bank Street College of Education, 1966. 22 pp. ERIC, 1.20

Five recommendations are made about developing and using auxiliary personnel in the schools: 1) tasks and prerogatives of auxiliaries should be clearly defined; 2) there should be preservice training to develop communication and job skills; 3) there should be a continuing inservice training program; 4) cooperation of community colleges should be sought for training auxiliaries; and 5) use of auxiliary personnel should be institutionalized into a program that offers job security and is an integral part of the school.

BREAKTHROUGH FOR DISADVANTAGED YOUTH. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1969. 256 pp. 2.00

Fifty-five early (1963-66) education and development projects under the Manpower Development and Training Act of 1962 were designed to provide manpower service to youth for whom the conventional approaches seemed inadequate. This volume is an attempt to retrieve, evaluate, and disseminate the experience of these projects.

Brudney, Juliet F. STRENGTHENING THE NEIGHBORHOOD YOUTH CORPS: A REPORT ON THE SPECIAL SERVICES AND RESEARCH MADE POSSIBLE BY A GRANT FROM THE GREATER NEW YORK FUND TO STRENGTHEN THE NEIGHBORHOOD YOUTH CORPS PROGRAM OF UNITED NEIGHBORHOOD HOUSES. New York: United Neighborhood Houses, 1969. 42 pp. 2.20

With a \$50,000 grant from the Greater New York Fund, United Neighborhood Houses was able to try an "enrichment" program, including some skill training and follow up, that offered a really adequate program for Neighborhood Youth Corps youth. The methods used, results, and problems still remaining unsolved have been described in this report.

Bushell, Don, Jr., and Jacobson, Joan M. THE SIMULTANEOUS REHABILITATION OF MOTHERS AND THEIR CHILDREN. Bethesda, Maryland: National Institute for Child Health and Human Development, 1968. 11 pp. ERIC, .65

The Head Start project described in this report was staffed by the mothers of 30 four- and five-year-olds who attended the preschool. This paper reports on two studies that attempted to upgrade practices in two teaching skills: classroom management and individual tutoring.

Cameron, Colin, and Wolters, Virginia. PARAPROFESSIONALS, SUBPROFESSIONALS, AND NONPROFESSIONALS: A SELECTED, ANNOTATED BIBLIOGRAPHY. Madison: University of Wisconsin, Institute for Research on Poverty, 1969. 22 pp. ERIC, 1.20

The 157 citations range in date from 1962 to 1969, but the 1967 to 1969 period is emphasized. About one-third of the entries are annotated. Subject divisions are Paraprofessional Workers, Subprofessional Workers, Nonprofessional Workers, Citations of Related Interest, and Filmography.

CAREER LADDER FOR AUXILIARY PERSONNEL -- COUNSELOR AIDE. Minneapolis: Minneapolis Public Schools, 1969. Unpaged. Free

The Minneapolis public school system has made extensive use of aides. The career ladders they develop contain job descriptions, selection criteria, pay, fringe benefits and increments, post-employment training, and transfer possibilities.

CAREER LADDER FOR AUXILIARY PERSONNEL -- SOCIAL WORK AIDE. Minneapolis: Minneapolis Public Schools, 1969. Unpaged. Free

See preceding item.

CAREER LADDER FOR AUXILIARY PERSONNEL -- TEACHER AIDE. Minneapolis: Minneapolis Public Schools, 1969. Unpaged. Free

See preceding item.

Carr, Constance; Hannah, Arlene; and Paniagua, Lita. A NEW CAREERS GUIDE FOR TRAINERS OF EDUCATION AUXILIARIES. New York: New York University, 1968. 194 pp.

This manual documents the experiences of the staff of the New Careers Training Laboratory of New York University while training personnel from the fields of health, education, social welfare, and manpower. Subjects covered include workshops for trainers, the role of the trainer, recruitment, selection and career development, New Careers training techniques, and the training curriculum.

CHILD CARE AND GUIDANCE -- A SUGGESTED POST HIGH SCHOOL CURRICULUM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1970. 50 pp. .55

This curriculum guide was prepared to be used with persons taking post-high school training in the care and guidance of young children. It suggests a course of action to initiate such training programs.

CHILD CARE SERVICES TRAINING GUIDE. Albany: University of the State of New York, State Education Department, Bureau of Secondary Curriculum, 1969. 100 pp. Free

This guide has been prepared to assist school administrators in developing occupational programs to train youth in such jobs as children's home aide, child day care center worker, recreation aide, school aide, and salesperson of children's merchandise. A resource list of books, films, and other materials is included.

Clay, Suzanne. THE UTILIZATION OF NON-PROFESSIONAL INTERVIEWERS IN THE NEW ENGLAND AND MISSISSIPPI SAMPLES BY THE BOSTON UNIVERSITY HEAD START EVALUATION AND RESEARCH PROGRAM, 1966-67. Boston: Boston University, 1967. 9 pp. Free

"This report is a description of the steps taken by the Boston University Head Start Evaluation and Research Center in cooperation with participating Head Start programs in 1966-1967 to utilize non-professional interviewers, 24 mothers of Head Starters in the collection of data about 191 sample families in New England and Bolivar County, Mississippi. It includes a discussion of the characteristics of the non-professionals hired, the nature of the training given, and some assessment of their performance in the Evaluation Project."

Cohen, Audrey C. HUMAN SERVICE INSTITUTES: AN ALTERNATIVE FOR PROFESSIONAL HIGHER EDUCATION. New York: College for Human Services, 1970. 21 pp. 1.50

This paper proposes a new kind of educational institution which offers an action-oriented, work-study program of flexible duration to prepare young people for professions in the human services, including health, education, welfare, law, guidance, social work, urban planning, and public service.

COLLEGE FOR HUMAN SERVICES: A MODEL FOR INNOVATION IN URBAN HIGHER EDUCATION. New York: College for Human Services, 1969. 25 pp. .75

This booklet describes the College for Human Services which grew out of the "New Careers" training program of the Women's Talent Corps. The college is designed to produce professionals for every human service field with a two-year program.

COLLEGE WORK-STUDY PROGRAM: EDUCATIONAL AIDES: SCHOOL YEAR 1967-68 AND SUMMER 1968. White Plains, New York: Educational Research Services, Inc., 1968. 39 pp. ERIC, 2.05

This is an evaluation of the ESEA Title I project which offered low income college students the opportunity for full time study by providing part time jobs.

Combs, Arthur W. THE PROFESSIONAL EDUCATION OF TEACHERS: A PERCEPTUAL VIEW OF TEACHER PREPARATION. Boston: Allyn and Bacon, 1965. 134 pp. 3.50

Citing some of the improvements which could be made in education, the author declares that the only really important changes will come about when teachers change. He thus calls for review of and innovation in teacher-preparation programs.

CONFERENCE ON UPGRADING AND NEW CAREERS. Washington, D.C.: National Manpower Policy Task Force, 1970. 125 pp. 5.00

This conference was opened with a speech by the Honorable James H. Scheuer, Congressman from New York, who authored the Scheuer amendment of the Economic Opportunity Act which initiated the New Careers Program. The subjects for the two sessions were "Federally Supported Upgrading in Industry" and "New Careers and the Service Sector."

Costin, Lela B. "Training Nonprofessionals for a Child Welfare Service." CHILDREN 13(1966):63-68

The project reported on here is one response to the realization that efforts to improve the quality of services cannot wait for the unforeseeable future when there will be enough professionals to fill all special work positions.

Cozine, June; Dick, Virginia Porter; Brinkerhoff, Regina; Gould, Grova Lynn; and Kraybill, Paulette. A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS. VOLUME II - A SUGGESTED CURRICULUM GUIDE FOR PREPARING CHILD CARE WORKERS FOR ENTRY LEVEL JOBS. Stillwater: Oklahoma State University, 1968.

This curriculum guide is for teacher use in organizing and teaching a course to prepare eleventh and twelfth grade students for entry level child care occupations. Major emphases of the program included orientation to the world of work, types of child care services, duties of the child care aide, and needs, growth, development, behavior, and guidance of children.

CREATIVE DEVELOPMENTS IN THE TRAINING OF EDUCATIONAL PERSONNEL. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development, 1969. 84 pp.

The purpose of this document was to present a wide range of promising ideas that might be adapted to meet local and special training needs.

Dady, Milan B. AUXILIARY PERSONNEL PROGRAMS IN RURAL AMERICA. Kentucky: Morehead State University, 1968. 90 pp. ERIC, 4.60

"This manual, constituting a design to institutionalize auxiliary personnel in education in rural schools in America, deals with the recruitment, selection, training, utilization, and career development of paraprofessionals."

DESCRIPTIONS OF PARAPROFESSIONAL PROGRAMS IN EDUCATION. Washington, D.C.: National Commission on Teacher Education and Professional Standards, 1969. 36 pp. ERIC, 2.00

"This collection of project descriptions of paraprofessional programs in education is designed to provide up-to-date information on various aspects of operating paraprofessional programs."

A DESIGN FOR LARGE SCALE TRAINING OF SUBPROFESSIONALS. New York: Training Laboratory of the New Careers Development Center, 1967. 8 pp. ERIC, .44

A program for the rapid training of 500 nonprofessionals for entry level civil service positions is described in this report.

A DEVELOPMENTAL PROJECT FOR INTERSTATE RESEARCH, DEMONSTRATION, TRAINING AND PILOT PROGRAMS IN VOCATIONAL-TECHNICAL EDUCATION. Albany: University of the State of New York, State Education Department, Bureau of Occupational Education Research, 1967. 10 pp. ERIC, .48

The interstate research effort was developed to cooperatively design and undertake a series of studies to find solutions to major vocational-technical education problems and to develop a framework for a regional approach to research effort. Six studies explored the areas of off-farm agricultural, multi-occupational, and business and technology programs, teacher competency examinations, predictive testing for student success in the trade programs, and home economics occupational program evaluation.

DeVita, Joseph C., and Drowne, Frances. WORKING WITH TEACHER AIDES. Edited by Harry A. Becker. New London, Connecticut: Croft Educational Services, 1970. Unpaged. 4.50

This folio has three parts, each containing a four-page discussion and a number of supporting exhibits. Part A is a guide for school superintendents in planning and implementing a teacher aide program. Part B is a guide addressed to classroom teachers working with aides. Part C is a handbook for teacher aides.

Dittmann, Laura L., ed. CURRICULUM IS WHAT HAPPENS: PLANNING IS THE KEY. Washington, D.C.: National Association for the Education of Young Children, 1970. 72 pp. 1.75

This booklet calls for a planned curriculum in the sense that a curriculum emerges from the teacher's planned interaction with the individual children in a group. The articles describe and document the processes of planning, evaluation, and day-to-day experiences in a variety of programs for young children.

EARLY CHILDHOOD DEVELOPMENT: ALTERNATIVES FOR PROGRAM IMPLEMENTATION IN THE STATES. Denver: Education Commission of the States, 1971. 100 pp. 1.00

"This report is intended to provide state-level policy makers with basic data about the most important alternatives which should be considered as a state initiates or expands its programs for very young children."

Eckerman, William C.; Gerstel, Eva K.; and Williams, Richard B. A COMPREHENSIVE ASSESSMENT OF THE PROBLEMS AND CHARACTERISTICS OF THE NEIGHBORHOOD YOUTH CORPS ENROLLEES: A PILOT INVESTIGATION. Durham, North Carolina: Research Triangle Institute, 1969. 348 pp. 6.00

The objectives of this study were to provide a descriptive survey of the characteristics of NYC enrolees in North Carolina and to estimate their degree of readiness for further formal education, job training, or employment.

EDUCATION AND TRAINING: A CHANCE TO ADVANCE. 7TH ANNUAL REPORT OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE TO THE CONGRESS ON TRAINING ACTIVITIES UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969. 102 pp. 1.00

"This report reviews accomplishments and problems of the fiscal year ending June 30, 1968, traces program changes over the period since the inception of the act, discusses the potential impact of the amendments passed by the Congress in October, 1968, and makes recommendations to improve the effectiveness of the program."

EDUCATION PROFESSIONS DEVELOPMENT ACT: FACTS ABOUT PROGRAMS FOR 1971-72. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development, 1970. 44 pp. Free

Descriptions of programs funded under the Education Professions Development Act are divided into four sections: 1) programs to improve the education of children from low-income families; 2) programs to reinforce the preparation of all educational personnel; 3) programs to help meet critical qualitative and quantitative shortages of educational personnel; and 4) programs to meet special needs for educational personnel as they arise and develop and test solutions for those needs.

Ettlinger, Ann L. "What Aides Can Do in Day Care Centers." AMERICAN JOURNAL OF NURSING 70(1970):1288-91

The author describes the Head Start program of Nassau County, New York, the training program to prepare aides, and the aides' work.

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: EARLY CHILDHOOD EDUCATION -- AN OVERVIEW. Arlington, Virginia: Council for Exceptional Children, 1969. 161 pp. ERIC, 8.30

"Eight conference papers on early childhood education give a philosophical overview to the instruction of young children."

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: TRAINING AND PERSONNEL IN EARLY CHILDHOOD EDUCATION PROGRAMS. New Orleans, Louisiana: Council for Exceptional Children, 1969. 54 pp. ERIC, 2.95

The chapter titles for this publication are: "The Training Function of Early Childhood Models Centers," "The Paraprofessional in Early Education for the Handicapped -- An Evaluation of a Pilot Program to Train Teacher Aides," "The Effective Use of Paraprofessionals in the Classroom," and "Paraprofessional Concept in Speech and Language Development in Young Children."

FEDERAL GRANTS FOR TRAINING OF PERSONNEL FOR WORK IN THE FIELD OF CHILD WELFARE. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1968. 19 pp.

This booklet lists grants available, eligibility for them, financial requirements, and other rules.

FEDERAL PROGRAMS FOR YOUNG CHILDREN. Washington, D.C.: Appalachian Regional Commission, 1970. 464 pp.

"This manual was conceived as an instrument to aid individuals, communities, civic groups, and states that are concerned with the problems of young children to locate those federal programs which deal with their specific needs."

Ferver, Jack, and Cook, Doris M., eds. TEACHER AIDES: HANDBOOK FOR INSTRUCTORS AND ADMINISTRATORS. Madison: The University of Wisconsin, 1968. 88 pp. 2.00

This handbook has been prepared to assist administrators and instructors of teacher-aide personnel to deal effectively with recruitment, training, and utilization of paraprofessionals in education.

Findley, Dale. TEACHER AIDES: A STATUS REPORT. Terre Haute: Indiana State University, 1968. 40 pp. ERIC, 2.10

Those interested in employing teacher aides will find in this booklet a general account of current thinking on the rationale for use, and effects of teacher aides in public school programs. It also reports the results of a descriptive research study designed to determine the status of the teacher aide in both elementary and secondary schools.

Flaxman, Erwin, and Zinn, Victor. THE EDUCATION OF TEACHERS OF THE DIS-ADVANTAGED: A SELECTED BIBLIOGRAPHY. New York: Yeshiva University, 1967. 13 pp. ERIC, .75

About 110 works are cited in this bibliography of research and of theoretical, historical, and anecdotal material reflecting the current thinking about the training needs of the teacher of socially disadvantaged children and youth.

Flicker, Bernard. A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING FOR POTENTIAL DROPOUTS NEEDING EDUCATIONAL REDIRECTION. New York: Center for Urban Education, 1969. 64 pp. ERIC, 3.30

The objectives of this project were to redirect potential dropouts to continue full-time education and training with an educational-vocational plan, to provide high school dropouts with job skills that will enable them to enter the labor market on the highest possible level while continuing to upgrade their skills on a part-time basis, and to test a curriculum designed for out-of-school youth and adults. In the curriculum, the skills of training, basic education, and job orientation are directly related to the skills needed for success on the job.

Flynn, John. "College Training for Head Start Workers." CHILDREN 17(1970):49-52

The Head Start Supplementary Training Program described in this article has three main objectives: 1) to provide college education and training to full-time employees of Head Start's preschool centers so that they might become more skilled and responsible in jobs; 2) to provide these same people with an opportunity for increased earning power and job security; and 3) to provide an arena for change in college and university teaching methods and curricula to meet the needs of disadvantaged people.

Fox, David J. THE INTENSIVE TEACHER TRAINING PROGRAM: 1967-68. New York: Center for Urban Education, 1968. 55 pp. Free

The Intensive Teacher Training program was designed to recruit and train teachers for elementary and junior high schools -- areas of critical shortage in the New York City school system. That effort is evaluated in this report.

Gartner, Alan, and Johnson, Harriet. AN EXAMINATION OF COLLEGE PROGRAMS FOR PARAPROFESSIONALS. New York: New York University, New Careers Development Center, 1970. 37 pp. 1.50

This study of college programs for paraprofessionals employed in human service agencies reveals that the paraprofessionals perform with considerable academic success, that the colleges are making many changes to accommodate the new students, that most programs are in the field of education and of recent origin, and that there is a clustering of these programs on the two coasts.

Goodale, Eunice C. ASSISTANT TEACHERS AND TEACHERS' AIDES: TRAINING AND ROLES OF AUXILIARY PERSONNEL FOR EARLY CHILDHOOD EDUCATION PROGRAMS. Boston: Garland Junior College, 1966. 12 pp. ERIC, .60

Proposed job descriptions, selection processes, desirable personal qualities, and training programs are outlined.

GOULD FOUNDATION CONFERENCE. New York: Day Care and Child Development Council of America, 1969. 51 pp. ERIC, 2.65

"A variety of viewpoints concerning potential training programs for day care program administrators are included in this edited transcript of a one-day conference attended by thirty education and management specialists."

Grambs, Jean D., and Mallory, Fran. PARAPROFESSIONALS AND TEACHER AIDES: AN ANNOTATED BIBLIOGRAPHY. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. 45 pp. ERIC, 2.35

There are 167 citations included in this annotated bibliography on the training of paraprofessionals and teacher aides under the following headings: general training, training aides for specialized roles, training specific persons as aides, career development programs, junior college training programs, and bibliographies on training aides.

Grosser, Charles; Henry, William E.; and Kelly, James G., eds. NONPROFESSIONALS IN THE HUMAN SERVICES. San Francisco: Jossey-Bass, 1969. 263 pp. 8.50

"Fourteen insightful, in-depth studies explore the problems and possibilities in employing the nonprofessional in the human services. This book analyzes the effects of social change on the mental health professions, and in turn, the social implications of nonprofessionals in the human services."

Harris, Gloria. SUPPORT FOR NEW TEACHERS IN POVERTY AREAS. New York: Center for Urban Education, 1968. 54 pp. Free

"The Center for Urban Education supplied seed money for a demonstration project to test various ways of providing assistance to fifty new teachers serving in disadvantaged areas."

Harrison, Grant V. THE EFFECTS OF TRAINED AND UNTRAINED STUDENT TUTORS ON THE CRITERION PERFORMANCE OF DISADVANTAGED FIRST GRADERS. Los Angeles: University of California, 1969. 6 pp. ERIC, .40

Possible differences in the effectiveness of trained and untrained upper-grade elementary school student tutors were examined in this study.

HELPS FOR DAY CARE WORKERS: A LAP TO SIT ON ... AND MUCH MORE. Reprints from CHILDHOOD EDUCATION. Washington, D.C.: Association for Childhood Education International, 1971. 96 pp. 2.00

These articles were taken from 1966-1969 issues of CHILDHOOD EDUCATION with the exception of one 1956 article. The articles are grouped under three topics: "Who Are the Aides and What Do They Do?", "How Does a Child Grow?", and "What Do We Do All Day?"

Hoff, Wilbur. GUIDELINES FOR THE USE OF HEALTH AIDES IN MIGRANT HEALTH PROJECTS. Washington, D.C.: New Careers Information Clearinghouse, 1969. 48 pp. ERIC, 2.50

These guidelines are the outcome of a nationwide study which evaluated how indigenous aides have been used and how effective they have been in projects under the Migrant Health Act of 1962. A system model presents in diagrammatic form the five major phases of activity that are essential in using auxiliary health personnel effectively. They are initial planning, recruitment and selection, training, work-supervision, and evaluation.

Horowitz, Frances Degen. A PROPOSAL: PROVIDING HOME CHILD CARE FOR WORKING MOTHERS. Lawrence: University of Kansas, 1970. 6 pp.

Training people for in-the-home day care for working mothers is envisioned in this proposal.

Horton, Della M. A TRAINING PROGRAM FOR MOTHERS. Nashville: George Peabody College for Teachers, 1967. 5 pp. Free

"The training program for mothers is described in the following phases: 1) Orientation and directed observation; 2) Demonstration and role play; 3) Classroom participation with minimal structure; and 4) Classroom participation, instructional."

Howard, A. Eugene. CHARACTERISTICS OF EARLY CHILDHOOD TEACHER EDUCATION: AN ANALYSIS OF TEN EXEMPLARY PROGRAMS Washington, D.C.: Association for Childhood Education International, 1968. 15 pp. .50

The exemplary programs described provide guidelines for leaders in teacher education institutions who are planning new programs or assessing the effectiveness of their present facilities, organizations, administration, and curriculum.

Hromadka, Van G.; Chambers, Guinevere S.; and Foster, Genevieve W. "Toward Improved Competence in Child-Care Workers." CHILDREN 13(1966): 181-97

The authors express the need for trained child care workers and describe one university-based training program.

Jablonsky, Adelaide. THE JOB CORPS: A REVIEW OF THE ERIC LITERATURE. New York: Columbia University, 1970. 33 pp. ERIC, 1.75

This annotated bibliography of 46 items has been divided into the following sections: history and need, planning and program descriptions; administration, instruction (reading, and other), guidance and evaluations and recommendations.

JOB DEVELOPMENT FOR THE HARD-TO-EMPLOY. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1968. 119 pp.

This report has attempted to specify, clarify, and evaluate forms of job development that would serve the needs of Concentrated Employment Programs in bridging the gap between hard-core unemployment and work opportunities in the labor market.

Jones, Mark J., and Wright, Bobbye S. "Up from Apathy: Para-Professional Training for the 'Socially Disadvantaged.'" EDUCATIONAL TECHNOLOGY, January 1970, pp. S31-S33

The Para-Professional Training Institute in Clearfield, Utah, is designed to train young men to fill para-professional positions in the field of social services. The program is divided into three main phases: 1) human relations training, 2) skills training, and 3) on-the-job training.

Katz, Lilian G. TEACHER IN PRESCHOOL SETTINGS: RESEARCH AND IMPLICATIONS. Urbana: University of Illinois, 1969. Unpaged.

A bibliography covering: reviews, background of preschool teaching, related literature (research, theory, position papers, etc.), teacher training, instruments and observation techniques, comparative studies, comparisons of teaching methods, curricula, teacher attitudes and teacher behavior, teacher performance, and experiments in teaching.

Katz, Lilian G., and Weir, Mary K. HELP FOR TEACHERS IN PRESCHOOLS: A PROPOSAL. Urbana, Illinois: National Laboratory on Early Childhood Education, 1969. 9 pp. .60

Because of the increasing need for high-quality preschool teachers and because many people now teaching have not had proper training, the authors propose a program of inservice "helping." Such sources as colleges, adult education authorities, day care agencies, professional associations of preschool teachers, and consultant firms could explore, refine, and implement strategies for helping the classroom teacher.

Kay, Evelyn R. INVENTORY OF VOCATIONAL EDUCATION STATISTICS AVAILABLE IN FEDERAL AGENCIES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, 1970. 59 pp. .65

Forty-nine program report forms from 16 federal agencies on their major components document the availability of vocational education statistics.

Kennedy, V. J., and Roush, Robert E., eds. TEACHER CORPS: A NEW DIMENSION IN EDUCATION, SELECTED READINGS. Houston: University of Houston, Bureau of Education Research and Services, 1969. 228 pp. 3.75

These readings on the Teacher Corps cover the following areas: authorization, administrative structure, and objectives; contribution to change in the teacher education process; impact on classroom instructional procedures and program descriptions; and patterns and perspectives for the future.

Klopf, Gordon J.; Bowman, Garda W., and Joy, Adena. A LEARNING TEAM: TEACHER AND AUXILIARY. New York: Bank Street College of Education, 1969. 163 pp. 3.00

This book presents training concepts, processes, and models to enable a team with members of widely differing backgrounds, competencies and experiences to meet the individual learning needs of children and youth.

Lee, Sylvia L.; Vetter, Louise; Howell, Kathleen M.; and Smith, Patricia. IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR PROGRAM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, 1967. 69 pp. 2.00

The implications identified and the recommendations made in this study are designed to stimulate states and local districts to consider what they are doing in vocational and technical education, to identify changes that need to be made, and to implement activities to achieve the needed changes.

Lohman, Joseph D., and Takagi, Paul T. TEACHER EDUCATION AND PARENT-TEACHER AIDES IN A CULTURALLY DIFFERENT COMMUNITY: INTERIM REPORT -- A DEMONSTRATION PROJECT. Berkeley: University of California, 1967. 147 pp. 3.00

This demonstration project was designed to promote school-parent communications and to reduce the social distance between the school and the family, by involving both parents and teachers in the common task of educating the children. The report on this project presents data from the first eight weeks the project was conducted, describes the project organization, and relates the demographic data to the process of collecting the data.

Lyon, Harold C., Jr. "Introduction to Success." AMERICAN EDUCATION 3(1967):5-6

"Ohio University's teenage teacher aide program motivates young Appalachians away from poverty."

Mayer, Anna B. "Training Child Care Supervisors." CHILD WELFARE 45(1966):388-95

"Planning procedures and content of a four-year inservice program for child care supervisors are described. The program resulted in deeper understanding of the supervisors' role -- especially the interrelationship between administration and teaching. And the supervisors learned how to participate in agency policy development."

Meyer, Marie P. WORKSHOP ON PROGRAM DEVELOPMENT FOR TRAINING HOME-MAKER HOME HEALTH AIDES. New Brunswick, New Jersey: Rutgers University, 1969. 131 pp. ERIC, 6.65

The objectives of this two-week workshop were to develop plans to improve and expand programs to train homemaker-home health aides and to demonstrate ability to use the resource guide, "Homemaker-Home Health Aides-Training Manual." Included in the appendices are summaries of formal presentations, copies of evaluation instruments, outlines and projected plans of participants, and a listing of references and resource materials.

Mitchell, Howard E. A SUMMER PILOT RESIDENTIAL EDUCATIONAL PROJECT FOR CULTURALLY DEPRIVED YOUTH. Philadelphia: University of Pennsylvania, Human Resources Program, 1965. 164 pp. ERIC, 6.56

This project was intended to provide motivational experiences and learning enhancement for 100 disadvantaged male youths who were unemployable and undereducated.

MODEL PROGRAMS CHILDHOOD EDUCATION: CENTER FOR EARLY DEVELOPMENT AND EDUCATION, LITTLE ROCK, ARKANSAS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 18 pp. .20

This combined education and day care project serves children from six months to 12 years. The program also includes a teacher-training program, a research program in child development, a training center for child care aides, and a variety of supportive family services.

MODEL PROGRAMS CHILDHOOD EDUCATION: EXEMPLARY CENTER FOR READING INSTRUCTION, SALT LAKE CITY, UTAH. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 16 pp. .20

MODEL PROGRAMS CHILDHOOD EDUCATION: PERCEPTUAL DEVELOPMENT CENTER PROGRAM, NATCHEZ, MISSISSIPPI. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 13 pp. .20

This program has four parts -- a demonstration center for teaching children, a diagnostic program, inservice training programs, and community education -- all centered on dyslexia and other related reading disorders.

MODEL PROGRAMS CHILDHOOD EDUCATION: PHILADELPHIA TEACHER CENTER, PHILADELPHIA, PENNSYLVANIA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 12 pp. .20

This staff development program provides a place where teachers can make things for their classrooms, explore new curriculum ideas, and talk with other teachers.

Mueller, Carol-Coe Conway. CAREER DEVELOPMENT IN HEAD START: COMPONENTS, ROLES AND PROGRAM OPTIONS. Vol. I. New York: Bank Street College of Education, 1970. 138 pp. Free

Career development is outlined here according to its basic parts or components and according to the steps to take in the career development of individual staff members. Included in the appendices are resource organizations and a bibliography of career development materials.

Mueller, Carol-Coe Conway. CAREER DEVELOPMENT IN HEAD START: THE TEACHING AND COMMUNITY SERVICE LADDERS. Vol. II. New York: Bank Street College of Education, 1970. 117 pp. Free

An explanation of career ladders is provided in this booklet as well as sections describing ways of supporting career ladders.

NATIONAL CONFERENCE ON CURRICULA FOR THE CAREER LADDER IN THE CHILD CARING PROFESSIONS. Pittsburgh: University of Pittsburgh, Western Psychiatric Institute and Clinic, Programs in Child Development and Child Care, 1969. 254 pp.

Major issues in this conference were roles, functions, and education of the child care worker. Related issues included were new services and roles, career mobility, and future goals.

Neleigh, Janice, and Levy, Jerome. UTILIZATION OF NON-PROFESSIONALS AS DEMONSTRATED BY DONA ANA MENTAL HEALTH SERVICES: A CONFERENCE REPORT. Las Cruces, New Mexico: Dona Ana Mental Health Services, 1969. 91 pp. ERIC, 4.65

The training and use of nonprofessionals in this program represented a significant change in structure, manpower utilization, and delivery system for such services. The conference reviewed staffing and organization, client characteristics, client satisfaction, training concepts, and project impact on the community and state.

Nerenberg, Beverly; Bowman, Garda W.; Feldman, Matti; and Klopff, Gordon J. DIRECTORY OF INSTITUTIONS OF HIGHER LEARNING OFFERING TRAINING PROGRAMS FOR AUXILIARY PERSONNEL IN EDUCATION. New York: Bank Street College of Education, 1969. 105 pp.

This directory gives pertinent facts about existing programs in two-year colleges, senior colleges, and universities. It also contains a list of institutions with projected programs.

NEW CAREERS FOR THE DISADVANTAGED IN HUMAN SERVICE: REPORT OF A SOCIAL EXPERIMENT. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1970. 269 pp. Free

"This report describes an experimental New Careers program conducted by the Howard University Institute for Youth Studies during the period from 1965 to 1967."

NEW CAREERS: THE COMMUNITY HOME HEALTH AIDE TRAINER'S MANUAL. Washington, D.C.: University Research Corporation, Information Clearinghouse, National Institute for New Careers, 1968. 212 pp.

"This manual is designed to be used in training community home health workers who will assume subprofessional positions at the entry level. The training program represents one in a number of first steps in a new careers lattice in the field of health services."

Nimnicht, Glen P. A PLAN FOR A COMPREHENSIVE TRAINING PROGRAM FOR HEAD START, DAY CARE, AND FOLLOW THROUGH. Berkeley: Far West Laboratory for Educational Research and Development, 1971. 17 pp. Free

Experiences and problems in an experimental training program for Head Start teachers and assistants, and a similar program for teachers in kindergarten through third grade provide background material for this plan to train staff members for Head Start, day care, and Follow Through programs.

Nimnicht, Glen P. OVERVIEW OF A RESPONSIVE PROGRAM FOR YOUNG CHILDREN. Berkeley, California: Far West Laboratory for Educational Research and Development, 1971. 26 pp. Free

The Education Beginning at Age Three Program is described in this report. The major objectives of the program are to help children develop a healthy self-concept, as it relates to learning in the school and the home, and to develop their intellectual ability. The long-range goal is to develop a model responsive educational system that will serve at least 90% of the children from age three to at least age nine. Included is an outline of an in-service workshop to train teachers for the program.

Nimnicht, Glen P.; Rayder, Nick; Yinger, Joanne; and Tuck, Betty.
SUMMARY: AN EXPERIMENTAL TRAINING PROGRAM FOR HEAD START TEACHERS AND ASSISTANTS. Berkeley: Far West Laboratory for Educational Research and Development, 1970. 14 pp. Free

An inservice training program for Head Start teachers and assistants using the Responsive Model Head Start Program is described in this report.

ONE GIANT STEP: A GUIDE FOR HEAD START AIDES. Washington, D.C.: National Association for the Education of Young Children, 1969. 32 pp. .75

This booklet is written for day care aides "to give the important ideas about a new kind of job, with a special group of children, in a school that is not the same kind of school most teachers and aides remember from their own childhoods."

AN OPERATIONAL PROPOSAL FOR A MULTIPLE ATTACK ON POVERTY INVOLVING TRAINING OF TEENAGE YOUTH AS TEACHER AIDES TO WORK WITH PRESCHOOL AND ELEMENTARY CHILDREN IN APPALACHIA (JUNE 16, 1969 to JUNE 1, 1970). Athens: Ohio University, 1969. 34 pp. ERIC, 1.80

This project plans to train high school seniors from poverty homes to work as teacher aides with kindergarten and elementary school children in ten Appalachian counties. The major thrust of the project is to motivate deprived teenagers who are enthusiastic about working with children to go to college.

Palmer, Mary Watson, ed. DAY CARE AIDES: A GUIDE FOR INSERVICE TRAINING. New York: National Federation of Settlements and Neighborhood Centers, 1968. 98 pp.

"The Training Center of the National Federation of Settlements and Neighborhood Centers has prepared this guide as one tool to assist the teacher or director facing the task of orienting the nonprofessional to work with little children in a day care center."

Palmer, Mary Watson, ed. SELECTED READINGS FOR TRAINEES FOR DAY CARE AIDES: A GUIDE FOR INSERVICE TRAINING. New York: National Federation of Settlements and Neighborhood Centers, 1968. 98 pp.

This book is a companion to DAY CARE AIDES: A GUIDE FOR INSERVICE TRAINING. (See preceding item.)

PARENT AND CHILD CENTERS: A GUIDE FOR THE DEVELOPMENT OF PARENT AND CHILD CENTERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, n.d. 103 pp. Free

This guidebook was prepared to assist communities that are beginning to plan programs to provide a wide range of benefits to serve parents and children.

Pearl, Arthur, and Riessman, Frank. NEW CAREERS FOR THE POOR: THE NONPROFESSIONAL IN HUMAN SERVICE. New York: Free Press, 1965. 273 pp. 6.95

"The basic idea is to develop four to six million meaningful careers -- not merely jobs -- for the poor in the helping professions such as social work, teaching, recreation, and health service."

Poliakoff, Lorraine, comp. ETHNIC GROUPS: NEGROES, SPANISH SPEAKING, AMERICAN INDIANS, AND ESKIMOS. PART 4 OF A BIBLIOGRAPHIC SERIES ON MEETING SPECIAL EDUCATIONAL NEEDS. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. 29 pp. ERIC, 1.55

This is the fourth part of a five-part bibliography focusing on the kinds of preparation programs which enable school personnel to serve the special educational needs of all people. The bibliography is divided into sections by ethnic group and broken down further by document type: bibliographies, manuals, programs, research, reviews, and others.

PREPARING FOR EMPLOYMENT IN CHILD CARE SERVICES IN PENNSYLVANIA SCHOOLS. Harrisburg, Pennsylvania: Department of Public Instruction, 1966. 57 pp. .25

This bulletin is designed to assist school districts in the implementation of a course leading to employment in occupations of less than professional level in child care services. The resource materials are organized around key concepts in child development. Pertinent references are given with each key concept and a list of general references is included.

PROFILE ON A PROJECT TO TRAIN YOUTH AS TEACHER-AIDES WITH PRESCHOOL CHILDREN IN APPALACHIA AND HELP UNIVERSITY STUDENTS TO PERCEIVE THEIR FUNCTIONS. Mimeographed. New York: Bank Street College of Education, n.d. 6 pp. Free

In this project high school students were trained to become teacher-aides during their high school years, and college students were trained as aides to enhance the possibility that they would pursue careers in teaching and social service in low-income areas.

PROJECT FOR PREPARING TEACHER AIDES TO FACILITATE A TUTORIAL READING PROGRAM WITH EMPHASIS ON PERCEPTUAL TRAINING FOR PRIMARY SCHOOL AGE CHILDREN OF LOW SOCIO-ECONOMIC STATUS. Terre Haute, Indiana: Vigo County School Corporation, 1970. 23 pp. ERIC, 1.25

Describes a training program for teacher aides that emphasizes childhood growth and development, visual motor perception training, language and auditory development, and emotional and social development. Trainee selection, the training program, its use in the regular school program, and evaluation of the project and recommendations are discussed. The curriculum is included.

A PROJECT TO TRAIN MIGRANTS FOR NONPROFESSIONAL JOBS (TEACHER-AIDES). Mimeographed. St. Petersburg: University of South Florida, n.d. 8 pp.

The general objectives of this program were to design, implement, and evaluate planned task-oriented experiences through which qualified migrants might gain the competencies which are essential to effective work as nonprofessionals in programs for migrants and their children.

A PROPOSAL TO ESTABLISH A CHILD DAY CARE TRAINING CENTER THROUGH A PROJECT CO-SPONSORED BY THE CONNECTICUT STATE WELFARE DEPARTMENT AND THE HALL NEIGHBORHOOD HOUSE OF BRIDGEPORT, CONNECTICUT. Bridgeport, Connecticut: Hall Neighborhood House, 1969. 8 pp. Free

Setting up a training program for child care workers is seen as necessary to keep established programs staffed and to meet the increasing demands for day care, as well as to provide job opportunities for the disadvantaged.

Riessman, Frank. ISSUES IN TRAINING THE NEW NONPROFESSIONAL. New York: New York University, New Careers Development Center, 1967. 29 pp. Free

The following issues should be considered for their implications for training methodology and supervision and for the development of the nonprofessional: the ratio of professional to nonprofessionals; the base of operation -- whether it is in the community or in the traditional agency -- and the ideology or lack of it connected to the utilization of this new type of personnel.

Rittenhouse, Carl H. AN INTERPRETIVE STUDY OF THE USE OF PARAPROFES-
SIONAL AIDES IN EDUCATION. Menlo Park, California: Stanford Research
Institute, 1969. 91 pp. ERIC, 4.65

"This document summarizes and interprets the findings of a study
of teacher aide programs operating in nineteen school districts
throughout the country. An in-depth interview approach was used
with administrators, parents, and paraprofessional aides in each
district."

Rockwell, Robert E. "Rating Teachers and Aides." YOUNG CHILDREN
22(1967):381-84

"Although the observation rating form described here was
designed for evaluating the performance of nonprofessional
teachers and aides, it can also be used as a checklist for
training all Head Start personnel, working with student
teachers in colleges and universities, and training mothers
as assistants in cooperative nursery schools."

Rubow, Carol L. THE EFFECTIVENESS OF THREE TRAINING METHODS FOR TEACHER
AIDES WORKING IN PRE-SCHOOL CLASSROOMS. Mimeographed. Nashville:
George Peabody College for Teachers, 1968. 11 pp. Free

Three training methods -- eclectic, participation, and lecture-
discussion -- were examined to see which was more effective in
training teacher aides.

Ryan, Kevin A. A PLAN FOR A NEW TYPE OF PROFESSIONAL TRAINING FOR A
NEW TYPE OF TEACHING STAFF. Washington, D.C.: National Education
Association, National Commission on Teacher Education and Profes-
sional Standards, 1968. 11 pp. Free

This paper outlines an alternative approach to the present
program of teacher education -- a performance approach which
is designed to train learning strategists and skilled
communicators.

Sandefur, J. T., and Bressler, Alex A. CLASSROOM OBSERVATION SYSTEMS
IN PREPARING SCHOOL PERSONNEL: AN ANNOTATED BIBLIOGRAPHY. Washington,
D.C.: ERIC Clearinghouse on Teacher Education, 1970. 10 pp. ERIC,
.60

"This bibliography lists and annotates thirty-nine books, articles,
reports, and manuals -- published and unpublished." Citation dates
range from 1943-1969.

Saunders, Jack O. L. THE BLUEPRINT POTENTIALS OF THE COOPERATIVE
TEACHER EDUCATION PREPARATION UTILIZING THE TALENTED MEXICAN AMERICAN.
Las Cruces: New Mexico State University, 1969. 17 pp. .95

This program provides students with work and study experiences as well as financial aid. Over half of the students in this cooperative program have been of Mexican American extraction.

Schaefer, James F., Jr. A BIBLIOGRAPHY OF REFERENCES USED IN THE
PREPARATION OF NINE MODEL TEACHER EDUCATION PROGRAMS. Washington, D.C.:
ERIC Clearinghouse on Teacher Education, 1969. 97 pp. ERIC, 4.95

This bibliography was used in preparing model teacher education programs funded by the Office of Education. It contains 1,372 entries of works published between 1916 and 1969. Entries are divided into four areas in teacher education: the nature and training of teachers, education and educational practices, educational psychology, and educational technology.

Sewell, D.O. TRAINING THE POOR: A BENEFIT-COST ANALYSIS OF MANPOWER
PROGRAMS IN THE U.S. ANTIPOVERTY PROGRAM. Kingston, Ontario: Queen's
University, Industrial Relations Center, 1971. 153 pp. 5.00

The author assesses manpower programs in the U.S. antipoverty programs using benefit-cost analysis and extensive case studies.

Shaw, Jean W. CHILDREN LEARNING: SAMPLES OF EVERYDAY LIFE OF CHILDREN
AT HOME. Nashville: George Peabody College for Teachers, 1969. 76 pp.
Free

This resource book is designed to be used as supplementary material for training adults to work with children. Observers gave descriptions of moment-by-moment behavior of three-year olds and their families. Suggestions for study follow the excerpts, and interpretations are given for each section.

Smith, B. Othanel; Cohen, Saul B., and Pearl, Arthur. TEACHERS FOR THE
REAL WORLD. Washington, D.C.: American Association of Colleges for
Teachers Education, 1969. 185 pp.

A new program of teacher education is outlined in this book. It is a product of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth and is intended to prepare teachers for all children, regardless of their cultural backgrounds or social origins.

Sollie, Carlton R., and Linder, William W. CREATING AND USING SYSTEMIC
LINKS AMONG LOW-INCOME FAMILIES. State College, Mississippi: Mississippi
State University, 1969. 17 pp. ERIC, .95

An experimental program of directed social change was undertaken in the nine Mississippi counties to test the hypothesis that the creation and use of systemic links in extension work would result in desired changes in home-making practices among low-income families.

Somers, Gerald G.; Kreps, Juanita; Mangum, Garth; McKechnie, Graeme; Perlman, Richard; Taylor, David. THE TRAINING AND PLACEMENT OF OLDER WORKERS: AN EVALUATION OF FOUR COMMUNITY PROJECTS. Madison: University of Wisconsin, Center for Studies in Technical and Vocational Education, 1967. 214 pp. ERIC, 10.80

In this study, the experience of four projects in counseling and placing older hard-core unemployed workers in jobs was examined.

Somers, G. G., and Wood, W. D., eds. COST-BENEFIT ANALYSIS OF MANPOWER POLICIES: PROCEEDINGS OF A NORTH AMERICAN CONFERENCE. Kingston, Ontario: Queen's University Industrial Relations Center, 1969. 272 pp. 5.00

This conference was jointly sponsored by the Canadian Department of Manpower and Immigration and the United States Department of Labor, to bring together academic and government researchers and policy-makers in this area. Papers were presented on both theoretical and practical issues involved in applying cost-benefit analyses to manpower programs.

Soong, Robert K. SOCIAL SERVICE AIDE PROJECT FOR THE EDUCATION AND TRAINING OF PARAPROFESSIONALS. Chicago: Young Men's Christian Association of Metropolitan Chicago, 1969. 149 pp. ERIC, 7.55

Through this project, four community colleges and the Metropolitan YMCA have jointly explored the feasibility of vocational training and exemplary education of paraprofessionals for new and perhaps unprecedented career entry in the field of social service. This report presents the beginning works of both the career ladders and the core curriculum on the two-year college level.

Spodek, Bernard, ed. PREPARING TEACHERS OF DISADVANTAGED CHILDREN. SUMMARY OF PROCEEDINGS OF A CONFERENCE OF DIRECTORS OF NATIONAL DEFENSE EDUCATION ACT INSTITUTES FOR TEACHERS OF DISADVANTAGED YOUTHS, UNIVERSITY OF WISCONSIN, MILWAUKEE, JULY 1965. Washington, D.C.: National Association for the Education of Young Children, 1966. 75 pp. 1.50

Some of the most important questions raised at this conference were the following: Is there "a disadvantaged child?" Is there a single educational model for all disadvantaged young children? What advantages do the "disadvantaged" have? How can families be involved in educational programs? Is there a special methodology needed in educating disadvantaged children? How can the teaching role be changed?

"Standards for Teachers in Early Childhood Education." CHILDHOOD EDUCATION 35(1958):65-66

This statement of standards considers only academic background and professional experience.

Steinberg, Sheldon S., and Fishman, Jacob R. NEW CAREERS: THE TEACHER AIDE: A MANUAL FOR TRAINERS. Washington, D.C.: University Research Corporation, National Institute for New Careers, Information Clearinghouse, 1968. 40 pp.

The trainer of teacher aides will find this manual helpful in planning and conducting a New Careers training program according to the New Careers training model. It also included resource material for a suggested basic curriculum in education.

Stith, Marjorie, and Hoeflin, Ruth. "Preschool Teacher Certification." JOURNAL OF HOME ECONOMICS 59(1967):371-73

This article describes "Operation Certification" in Kansas which was undertaken for two reasons: the heightened demand for teachers at the preschool level and the need to give school administrators adequate guidelines for selecting teachers. Three major considerations of the program were a strong conviction concerning the uniqueness of the necessary preparation for people who teach three- and four-year-old children, the need for actual experience with young children, and the need for flexibility in the plan.

Strom, Robert D. THE PREFACE PLAN: A NEW CONCEPT OF INSERVICE TRAINING FOR TEACHERS NEWLY ASSIGNED TO URBAN NEIGHBORHOODS OF LOW INCOME. Columbus: Ohio State University 1967. 113 pp. ERIC, 4.60

This inservice training program concentrated on increasing the confidence and competence of teachers newly assigned to schools in low income neighborhoods.

SUGGESTED GUIDELINES: SUPPLEMENTARY EDUCATIONAL PERSONNEL. Phoenix, Arizona: State Department of Public Instruction, n.d. 40 pp. 2.00

These guidelines are concerned with supplementary educational personnel in general, with an emphasis on teacher aides. An evaluation program is included.

SUPERVISOR'S MANUAL: YOUTH TUTORING YOUTH. New York: National Commission on Resources for Youth, 1968. 77 pp. ERIC, 3.96

This manual for the Youth Tutoring Youth program is divided into two parts: the first is concerned with the goals, organization, recruiting, data collection, funding, materials, training and testing aspects of the program. Part two is comprised of resource chapters, covering materials for tutoring, recruitment, role playing, workshops, remediating, testing, and commercial materials.

TRAINING AND USE OF SUBPROFESSIONALS AND VOLUNTEERS. New York: National Study Service, 1970. 25 pp. 1.50

This report contains an analysis of some of the experiences of states in the first months of carrying out the requirements of the 1967 amendments to the Social Security Act that the states use subprofessional staff and volunteers in specified health and welfare programs for needy individuals and families. The classifications for subprofessionals, the development of basic materials and the numbers of and supervision of volunteers are presented on a state by state basis. Tables are included.

TRAINING FOR CHILD CARE STAFF. New York: Child Welfare League of America, 1963. 83 pp. 2.10

This booklet is a compilation of papers presented at a national conference sponsored by the Child Welfare League of America for those giving training courses for child care workers and for those planning such courses.

TRAINING FOR NEW CAREERS: THE COMMUNITY APPRENTICE PROGRAM. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. 107 pp. .60

Focusing on group training and placement of youth for new careers in human services, the Community Apprentice Program combines rehabilitation, vocational education, and meaningful supervised work experience leading to realistic career expectations.

THE TRAINING OF NON-PROFESSIONALS. New York: National Federation of Settlements and Neighborhood Centers, 1968. .75

Morris Seidler and Howard McClary write about employment and supervision of nonprofessionals. Included is a bibliography of training materials for nonprofessionals or aides.

Trubowitz, Sidney. **A HANDBOOK FOR TEACHING IN THE GHETTO SCHOOLS.** Chicago: Quadrangle Books, 1968. 175 pp. 2.25

This book, written by a New York City school principal, is designed to help teachers know the setting and problems of ghetto schools. Drawing from the experiences of teachers who have succeeded in the ghetto, the author states some general principles for success and illustrates them in detail. Appendices include books for children and teachers. Bibliography.

UPWARD BOUND: IDEAS AND TECHNIQUES -- A REFERENCE MANUAL. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1970. 116 pp. 1.75

"This manual is designed to provide project staffs with a quick reference to ideas and source materials used in Upward Bound programs throughout the country. It covers such topics as recruiting, curriculum, counselling, parental and community involvement."

UTILIZATION OF TEACHER AIDES: A PUBLICATION FOR THOSE CONCERNED WITH THE RECRUITMENT, SELECTION, PREPARATION AND UTILIZATION OF TEACHER AIDES. Toppenish, Washington: The Center for the Study of Migrant and Indian Education, 1970. 35 pp. ERIC, 1.85

This set of guidelines has been compiled for the recruitment, selection, preparation and utilization of teacher aides.

Vigilante, Joseph L. WORK AND TRAINING IN PUBLIC WELFARE. Ph.D. dissertation, Columbia University, 1968. 498 pp.

The study reports the purposes, administrative structures, financial bases, and results of eleven federal work and training programs. Particular emphasis is placed upon operational problems encountered in implementing and maintaining work-training efforts.

Walton, Barbara J. SECOND ANNUAL REPORT AND EVALUATION OF THE TALENT CORPS/COLLEGE FOR HUMAN SERVICES: 1967-68 PROGRAM. New York: College for Human Services, 1969. 61 pp. .75

This evaluative report covers the following subjects: purpose and history, students, curriculum, field training, faculty role, evaluating student growth and performance, other activities, and future plans.

Walton, Barbara J. THIRD ANNUAL REPORT AND EVALUATION OF THE TALENT CORPS/COLLEGE FOR HUMAN SERVICE: 1969 PROGRAM. New York: College for Human Services, 1970. 75 pp. .75

The Talent Corps officially became the College for Human Services in May 1970 when it was granted a charter by the Regents of the State of New York. This report cites the progress of this two-year institution in 1969. One of the new fields in which training was begun was day care for pre-school children.

Wickens, David L., ed. SOUTHEASTERN REGIONAL CONFERENCE ON CERTIFICATION OF PRESCHOOL PERSONNEL: PROBLEMS AND PRECEDENTS. Nashville: George Peabody College for Teachers, 1969. 52 pp.

Included are position papers on the following topics: certification of teachers of young children, certification of preschool personnel, new roles and functions in preschool education, and considerations in developing a model for training supervisors of personnel working with young children.

Wickens, David L., ed. TRAINING PARAPROFESSIONALS AS TEAM MEMBERS. Nashville: George Peabody College for Teachers, n.d. 124 pp. Free

The chapters of this are titled: "Structuring Learning Environments: Implications for the Training of Professionals and Paraprofessionals," "Some Implications of the 'Study of Life' of Paraprofessionals," "Some Research Issues Related to the Use of Paraprofessionals in the Human Service Field," and "The Case for the Education of Paraprofessionals in the Community Junior College."

WIN FOR A CHANGE: THROUGH THE WORK INCENTIVE PROGRAM. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1970. 25 pp. .60

This booklet follows a WIN participant through her job plan, showing the components of the WIN program.

Wood, W.D., and Campbell, H.F. COST-BENEFIT ANALYSIS AND THE ECONOMICS OF INVESTMENT IN HUMAN RESOURCES: AN ANNOTATED BIBLIOGRAPHY. Kingston, Ontario: Queen's University, Industrial Relations Center, 1970. 211 pp. 10.00

The first four sections of this bibliography deal with the theoretical aspects of cost-benefit analysis, and the remaining four sections cover various practical applications of this technique to the evaluation of investment in human capital.

YOUTH TUTORING YOUTH. New York: National Commission of Resources for Youth, 1969. 89 pp. ERIC, 4.70

The objective of this demonstration project was to explore the feasibility and value of establishing a "model" in-school Neighborhood Youth Corps program in which disadvantaged youth work as tutors for younger children.

YOUTH WORK-STUDY PROGRAM: SUMMARY AND SUGGESTED DEVELOPMENT. Albany: University of the State of New York, State Education Department, Division of Special Occupational Services, 1969. 12 pp. ERIC, .95

This work-study program for students from ages fifteen to twenty-one is designed to provide part-time employment so that the enrollees can continue their vocational training on a full-time basis.

5. ECONOMIC ISSUES

In this section are items dealing with the impact of day care as an institution and the economics of day care and related programs.

A. SUPPLY AND DEMAND

AID TO NEEDY CHILDREN OF ABLE-BODIED UNEMPLOYED PARENTS. New York: National Study Service, 1969. 9 pp. 1.00

This report reviews the experience of those states which elected to make aid available to the families of needy children in which the need is due to unemployment of parents, as permitted by federal law, or aid to families with dependent children. Tables are included.

Bryant, Edward C.; Daley, James M.; Beatty, Richard L. DAY CARE SURVEY: FINAL REPORT. Draft. Rockville, Maryland: Westat Research, 1971. 219 pp.

This survey is concerned with the number of children in full day care, number and types of day care centers and homes, costs, funding, and demand.

CARE OF CHILDREN IN DAY CENTRES. Geneva: World Health Organization, 1964. 189 pp. 2.25

Contents: "Care of Well Children in Day-care Centres," Stig Sjolín; "Organization of Living and Educational Conditions for Infants and Small Children in Children's Institutions," Eva Schmidt-Kolmer; "Child-care Services in Relation to the Needs of Working Mothers," International Labour Office; "A Child Psychiatrist on Children in Day-care Centres," S. Lebovici; "The Role of Toys and Games in the Day-care Centre," Irene Lezine; "Paediatric Aspects of Day Care and Institutional Care," Julius B. Richmond; "The Development of Children in the Family and in Day-care Centres in Poland," B. Gornicki; "Measurement and Specification of the Early Infant Environment," Leon J. Yarrow; and "Day-care Centres in Paris and Its Suburbs," F. Davidson.

CHILD CARE PROVIDED BY HOSPITALS. Washington, D.C.: U.S. Department of Labor, Women's Bureau, 1970. 34 pp. .25

A survey of hospitals was taken to find the extent to which they had established child care services. Those operating child care centers found such services beneficial to both hospitals and their employees.

Cochran, Lena E., and Robinson, Caroline W. DAY CARE FOR CHILDREN IN MASSACHUSETTS. Boston: Massachusetts Committee on Children and Youth, 1966. 54 pp.

"The purpose of this study of day care needs and services was to assemble reliable data about existing day care for children in Massachusetts and to assess, so far as possible, the need for further development of day care facilities, both public and private. The accumulated facts from the study were expected to lead to recommendations which would help the Division of Child Guardianship and other public departments to set up guidelines for provision of day care services, and to initiate such programs as were indicated."

Crowley, Ronald W., and Dodge, David A. "Cost of the Guaranteed Annual Income." CANADIAN TAX JOURNAL, November-December 1969, pp. 395-408. (Reprint available from Queen's University, Industrial Relations Center, Ontario) 1.00

The various concepts of guaranteed income that have been tried or proposed are discussed to assess the administrative and political feasibility of these schemes. The costs of three formulations of a guaranteed income scheme are estimated and the levels of personal income tax necessary to finance each are then calculated. Some tentative conclusions are drawn as to the desirability and feasibility of a guaranteed income for Canadians.

DAY CARE COST WORKSHOP. Minneapolis, Minnesota: Institute for Interdisciplinary Studies, Day Care Policy Studies Group, 1971. 418 pp.

The main purpose of this workshop was to look at the costs in day care. Other topics discussed were alternative delivery systems, facilities, parent participation, and after-school care.

DAY CARE OF CHILDREN IN CHICAGO: NEEDS AND RESOURCES, BY COMMUNITY AREAS. Chicago: Welfare Council of Metropolitan Chicago, 1967. 121 pp. 3.50

This fact book on day care needs contains two sections: a preliminary statement of implications of planning and a research section which documents the immediate need for day care services for children aged 0-14 in Chicago.

DAY CARE SERVICES FOR CHILDREN IN ILLINOIS. Springfield: Illinois Department of Children and Family Services, 1969. 18 pp. Free

This report establishes a baseline for planning, coordination, and development of day care resources for children in Illinois. Included with the report are a statement of policy for day/night care grant-in-aid program and the House and Senate bills creating the Department of Children and Family Services.

DAY CARE: THE NEEDS AND THE PROGRAMS. Minneapolis: League of Women Voters of Minneapolis, 1971. 64 pp.

Subjects examined in this study of day care in Minneapolis include studies and opinions, ways of funding, federal and state standards, and federal and state legislation related to day care.

Emlen, Arthur C. "Realistic Planning for the Day Care Consumer." THE SOCIAL WELFARE FORUM, 1970. (Reprint available from the National Conference on Social Welfare) Free

The author disagrees with the national enthusiasm for day care facilities and child development programs which have a strong element of disparagement of privately arranged child care. He believes that realistic planning calls for a pluralistic approach based on sympathetic inquiry into why people make the arrangements they do and how they go about it.

FACTS ABOUT DAY CARE. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969. 9 pp.

In this publication, the total day care situation is summarized. Included are descriptions of the programs resulting from each piece of legislation enacted in the last several years. The Federal Panel on Early Childhood and the place of the 4-C program are discussed.

Gabriel, John Arthur. MEASURING COMMUNITY NEEDS FOR DAY CARE SERVICES. Ph.D. dissertation, New York University, 1968. 176 pp.

This study was undertaken to establish a system of estimating need for day care services based upon interaction of institutional, associational, and individual forces. Appendices.

Gertler, Diane B. PREPRIMARY ENROLLMENT OF CHILDREN UNDER SIX: OCTOBER 1967. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, 1968. 20 pp. .30

"This is the fourth in a series of reports showing the number of children three to five years old in the United States and the extent to which they are enrolled in organized public or non-public classes."

Greenhouse, Linda. "Women's Groups Pressing Reforms." NEW YORK TIMES, 25 November 1969, p. 51

"The Congress to Unite Women, a new national coalition of women's rights groups, called yesterday for a wide-ranging series of reforms that included free 24-hour child-care centers."

INTERIM REPORT ON DAY CARE FOR SCHOOL AGE CHILDREN. Lubbock, Texas: Community Planning Council, 1964. 12 pp. Free

A study was made of first-, second-, and third-grade children to find the number of children who had both parents working, whose single parent worked, and the arrangements made for their before- and after-school care. Programs in other cities are briefly examined, and recommendations are made for various programs, sources of funds, facilities, etc.

Keyserling, Mary Dublin. THE MAGNITUDE OF DAY CARE NEEDS TODAY. Washington, D.C.: White House Conference on Children, Forum on Developmental Day Care Services for Children, 1970. 6 pp.

The author believes that a necessary goal over the next five years is the provision of developmental day care services for at least two million additional children, "merely to catch up with the worst of current backlog." She calls for government subsidies for at least half of these children, with fees charged according to income.

Leavens, John M.; Bernstein, David; Ranschburg, Herbert J.; and Morris, Richard. DAY CARE CENTERS: THE CASE FOR PROMPT EXPANSION. New York: Citizens Budget Commission, 1969. 19 pp. Free

The two-fold purpose of this study is to inquire into the reasons for New York City's lag in the provision of day care services and to ascertain what can be done to overcome the lag.

Low, Seth, and Spindler, Pearl C. CHILD CARE ARRANGEMENTS OF WORKING MOTHERS IN THE UNITED STATES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1968. 115 pp. 1.25

A special census was taken in 1965 to survey the needs of working mothers and children. The results -- both statistical representation and summaries -- are provided in this book. A profile of the working mother is included, along with descriptions of child care arrangements.

Martin, Carl; Lenz, Donald; Levy, Harold; and Zastrow, Charles. DAY CARE REPORT -- FIRST STAGE. Madison: Dane County (Wisconsin) Social Planning Agency, 1970. 43 pp. 2.00

This is a reconnaissance report which presents data about the Madison children in families where both parents work and probes some of the problems related to the delivery of day care services.

"Poll Supports Aid to Child Centers." NEW YORK TIMES, 13 July 1969, p. 32

A Gallup Poll found that nearly two out of three adults interviewed favored the use of federal funds to set up day-care centers for children in communities all over the country.

PROFILES OF CHILDREN: 1970 WHITE HOUSE CONFERENCE ON CHILDREN. Washington, D.C.: White House Conference on Children 1970. 187 pp. 3.00

This book opens with data on the world of the 1970s and then deals with four major stages of child development through age thirteen: the prenatal period, the first year of life, the pre-school years between ages one and six, and the school years.

A PROPOSAL TO ESTABLISH A WORK-RELATED CHILD DEVELOPMENT CENTER. Cambridge, Massachusetts: KLH Child Development Center, 1967. 95 pp. 2.00

The KLH demonstration preschool was initiated to offer a way of preventing poverty and some of the causes of poverty by widening employment opportunities and educating children. The proposal covers the need, advantages, related practice experience, objectives, mode of operation, project staff, facilities, and financing.

REPORT OF A CONSULTATION ON WORKING WOMEN AND DAY CARE NEEDS. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1967. 86 pp.

This report of a conference attended by representatives of government, private agencies, and associations includes transcripts of question and answer periods in which heads of various agencies reveal their points of view and areas of strongest concern. Joseph Reid gives a good critique of (then) upcoming legislation, discussing both its promise and possible pitfalls.

REPORT ON DAY CARE: MEETING OF REPRESENTATIVES OF STATE ADVISORY COMMITTEES ON DAY CARE SERVICES AND STATE DEPARTMENTS OF PUBLIC WELFARE. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Children's Bureau, 1964. 53 pp.

This booklet contains speeches and proceedings of representatives of state Advisory Committees on Day Care Service at a meeting held 19-20 March 1964. A speech on the need for day care is included, in addition to talks from state representatives on situations in their states. The discussion has much less of a tone of urgency than in later years, with much more interest expressed in financing procedures than in deprived children.

Ruderman, Florence A. CHILD CARE AND WORKING MOTHERS: A STUDY OF ARRANGEMENTS MADE FOR DAYTIME CARE OF CHILDREN. New York: Child Welfare League of America, 1968. 378 pp. 7.50

Supplementary child care in the United States is reported on: the arrangements made by families; the views and attitudes of key community and professional groups regarding such care; and the facilities and programs that currently help to meet supplementary child care needs.

Ruderman, Florence A. "Day Care: A Challenge to Social Work." CHILD WELFARE 43(1965):117-23

The author describes the Child Welfare League of America's Day Care Project carried out in seven very different communities, enabling the investigators to analyze local factors or variations and also to determine what is general or universal in the current day care scene. She concludes that organized day care has a class-and-caste character which, if allowed to continue, will prevent middle-class families from thinking of it as a resource and exclude millions of parents and children who need day care.

Schloss, Samuel. ENROLLMENT OF 3-, 4-, and 5-YEAR OLDS IN NURSERY SCHOOLS AND KINDERGARTENS: OCTOBER 1964. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1965. 15 pp. Free

"This report deals with three-, four-, and five-year olds in the

total population and the number enrolled in public and private nursery schools and kindergartens."

Schloss, Samuel. NURSERY-KINDERGARTEN ENROLLMENT OF CHILDREN UNDER SIX: OCTOBER 1966. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1967. 13 pp. .15

An earlier study is updated.

A SURVEY OF CONGREGATE DAY CARE CENTERS IN THE MINNEAPOLIS AREA. Mimeographed. Minneapolis: Community Health and Welfare Council of Hennepin County, 1970. 31 pp. Free

This report presents the results of a survey of local congregate day care centers which was taken to ascertain the current status of day care services and needs in the Minneapolis area.

SURVEY OF PRESCHOOL AND DAY CARE NEEDS AND FACILITIES IN SAN MATEO COUNTY, CALIFORNIA, 1969-70. San Mateo, California: San Mateo County Superintendent of Schools and San Mateo County Board of Education, 1970. 60 pp. Free

Information gathered in this survey included number of children under ten, number of children with working mothers, number and capacity of licensed family and group facilities, family income tables, and costs of preschool education and day care services.

Vanzandt, Sally, and Bosworth, Susan. "Day Care Problems and Needs in Rural Areas." PUBLIC WELFARE 26(1968):219-23

"This paper points up the critical problem of finding suitable day care for children of mothers who must work and who live in the rural areas of the state of Nebraska. The findings parallel those for the total United States -- emphasizing the wide gap between need and resources."

Wild, Jerome J. THE WORCESTER DAY CARE COALITION. Worcester, Massachusetts: Community Services of Greater Worcester, 1968. 9 pp. Free

The development of the Worcester day care coalition is traced from its beginnings, with a community services study of day care needs and resources, through the establishment of the first day care center in a Model Cities area.

WINDOWS ON DAY CARE: A REPORT TO THE NATION BY MEMBERS OF THE NATIONAL COUNCIL OF JEWISH WOMEN: DAY CARE REPORTER'S KIT. New York: National Council of Jewish Women, 1970. 55 pp. Free

In an effort to enlist council members as day care "reporters" to bring about more and better day care facilities, the National Council of Jewish Women has compiled an informative kit. Included in this kit are materials on licensing, standards, and funding, and questionnaires for day care homes and day care centers.

WORKING MOTHERS AND THE NEED FOR CHILD SERVICES. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1968. Free

Ultrasimplified bar graphs show the percentage of working mothers in the total population, the percentage with husband in the home, the present situation as compared to previous years, and the situation for nonwhite and low-income mothers.

WORKING WIVES -- THEIR CONTRIBUTION TO FAMILY INCOME. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1968. 8 pp. Free

This document examines working wives' contributions to family income, noting that often it is the wife's earnings that raise the family income above the poverty level or from low- to middle-income.

B. COST/BENEFIT

Barbrack, Christopher R., and Horton, Della M. "Educational Intervention in the Home and Paraprofessional Career Development: A Second Generation Mother Study with an Emphasis on Costs and Benefits." DARCEE PAPERS AND REPORTS, vol. 4, no. 4. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 48 pp. Free

The plan of this study was to utilize the educational potential of low income mothers. Home visitors were used to train mothers to be effective educational change agents for their children. This study also contrasted the relative effectiveness of home visiting projects which varied in terms of expense and professional qualifications of the home visitors.

COMPACT 3(1969). 48 pp. 1.00

The subject of this issue is "Preschoolers and the States."

DAY CARE COST WORKSHOP. Minneapolis, Minnesota: Institute for Interdisciplinary Studies, Day Care Policy Studies Group, 1971. 418 pp.

The main purpose of this workshop was to look at the costs in day care. Other topics discussed were alternative delivery systems, facilities, parent participation, and after-school care.

Galambos, Eva C. INCOME TAX DEDUCTIONS FOR FAMILY DAY CARE HOMES. Atlanta: Southern Regional Education Board, Southeastern Day Care Project, 1971. 5 pp. Free

Direct expenditures on child care, such as costs of food and toys, as well as indirect expenditures related to the use of the house, such as mortgage payments, rent, or utilities, are permissible deductions cited in this paper which would reduce the amount of income tax owed by a family providing family day care.

Guberman, Mildred; Greenblatt, Bernard; Thompson, Gayle; and Gurin, Arnold. COST ANALYSIS IN DAY CARE CENTERS FOR CHILDREN. Waltham, Massachusetts: Brandeis University, Florence Heller Graduate School for Advanced Studies in Social Welfare, 1966. 141 pp.

"The primary purpose of the Cost Analysis Project has been to develop and test a method for analyzing the costs of day care centers on a comparable basis."

Hanson, Susan A.; Stern, Carolyn; and Kitano, Harry H. L. ATTITUDE DIFFERENCES RELATED TO ECONOMIC STATUS: THE DEVELOPMENT OF THE ADRES SCALE. Los Angeles: University of California, 1968. 15 pp. Free

Attitudinal changes are a major objective of many community action programs. A scale to measure such changes was developed to make clear in what areas this attitudinal shift takes place and in what direction.

Levine, Abraham S. "Cost-benefit Analysis of the Work Experience Program: Research Strategy." WELFARE IN REVIEW 4(1966):1-9

The research plan for a cost-benefit analysis of the AFDC program delineated in this article emphasizes the work experience and training components of the program.

Pierce, William L. COST AND QUALITY IN EARLY CHILDHOOD PROGRAMS. New York: Child Welfare League of America, n.d. 5 pp.

Data from 1970 study, EARLY CHILDHOOD AND BASIC ELEMENTARY AND SECONDARY EDUCATION: NEEDS, PROGRAMS, DEMANDS, COSTS, is cited for costs of existing programs. The author advocates "adequate, realistic funding" from the start for early childhood programs.

PROCEEDINGS OF THE CONFERENCE ON INDUSTRY AND DAY CARE, Chicago: Urban Research Corporation, 1970. 88 pp. 15.00

One-hundred-seventy-five industry representatives, early childhood specialists, community agency representatives, and day care operators and franchisers conferred. Topics included major issues in day care, models of industry-related day care, consumers, costs and funding, federal legislation for day care, models of the mind (innovative alternatives in day care arrangements), and industrial day care's roots in America. Appendices include workshop summaries, comparative analysis of legislation, standards and costs, and a list of participants.

Sewell, D. O. TRAINING THE POOR: A BENEFIT-COST ANALYSIS OF MANPOWER PROGRAMS IN THE U.S. ANTIPOVERTY PROGRAM. Kingston, Ontario: Queen's University, Industrial Relations Center, 1971. 153 pp. 5.00

The author assesses manpower programs in the U.S. antipoverty programs using benefit-cost analysis and extensive case studies.

Somers, G. G., and Wood, W. D. eds. COST-BENEFIT ANALYSIS OF MANPOWER POLICIES: PROCEEDINGS OF A NORTH AMERICAN CONFERENCE. Kingston, Ontario: Queen's University, Industrial Relations Center, 1969. 272 pp. 5.00

This conference was jointly sponsored by the Canadian Department of Manpower and Immigration and the United States Department of Labor, to bring together academic and government researchers and policy-makers in this area. Papers were presented on both theoretical and practical issues involved in applying cost-benefit analyses to manpower programs.

Wood, W. D., and Campbell, H. F. COST-BENEFIT ANALYSIS AND THE ECONOMICS OF INVESTMENT IN HUMAN RESOURCES: AN ANNOTATED BIBLIOGRAPHY. Kingston, Ontario: Queen's University, Industrial Relations Center, 1970. 211 pp. 10.00

The first four sections of this bibliography deal with the theoretical aspects of cost-benefit analysis, and the remaining four sections cover various practical applications of the technique to the evaluation of investment in human capital.

Zack, Marg. "Hospital Attracts Nurses with Day Care Facility." MINNEAPOLIS TRIBUNE, 12 August 1970, p. 11

Mount Sinai Hospital has for six years operated a preschool nursery, for children ages two to six-and-a-half, and has found it helps to recruit nurses.

C. EMPLOYMENT AND LABOR FORCE

Benjamin, Judith G. CIVIL SERVICE AND THE POOR: SOME NEW DEVELOPMENTS. New York: New York University, New Careers Development Center, 1967. 35 pp. Free

The author points out that state and local governments comprise one of the fastest growing industries in America, with a growth rate four times that of the economy as a whole. An obvious question, then, is why hasn't the antipoverty program concentrated here in seeking employment for the poor. Barriers to employing the poor, the civil service issue, and signs of change are discussed.

Bronfenbrenner, Urie. "Damping the Unemployability Explosion; Today's Children Must be Grown to Fit Tomorrow's Jobs." SATURDAY REVIEW, 4 January 1969, pp. 108-10

The author proposes "the drafting of an Act in Behalf of Childhood Development, and, under its provisions, the establishment of an Office for Family and Children's Services which would be given responsibility, authority, and financial resources to coordinate all existing programs relating to children." The services which the author believes essential for children to reach their human potential would prepare children for the lives and jobs which will be available in the future and prevent an unemployability explosion.

Coburn, Morris. MANPOWER IMPLICATIONS OF NEW LEGISLATION AND NEW FEDERAL PROGRAMS. THE FAMILY ASSISTANCE PLAN: ITS IMPACT UPON THE STATE EMPLOYMENT SERVICES. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1970. 62 pp. 3.00

"This report deals with the impact of the Family Assistance Plan for manpower needs in the Employment Services in the next five years. An estimate of the number of job openings a year in the Employment Service was developed with alternate sets of projections included."

Crowley, Ronald W., and Dodge, David A. "Cost of the Guaranteed Annual Income." CANADIAN TAX JOURNAL, November-December 1969, pp. 395-408. (Reprint available from Queen's University, Industrial Relations Center, Ontario) 1.00

The various concepts of guaranteed income that have been tried or proposed are discussed to assess the administrative and political feasibility of these schemes. The costs of three formulations of a guaranteed income scheme are estimated and the

levels of personal income tax necessary to finance each are then calculated. Some tentative conclusions are drawn as to the structure of the labor market, legal restrictions, recruitment methods, and expenditures.

HANDBOOK OF LABOR STATISTICS 1970. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics 1970. 40 pp. 3.50

The data in this handbook are grouped under subject matter headings having economic significance. Each table is complete historically, beginning with the earliest reliable and consistent data and running through 1969.

Handler, Joel F., and Hollingsworth, Ellen Jane. WORK AND THE AFDC PROGRAM. Madison: University of Wisconsin, Institute for Research on Poverty, 1969. 62 pp. Free

"This paper begins with a review of employment policies for AFDC recipients and a detailed analysis of the legal and administrative structure of the Work Incentive Program and its operation in Wisconsin. State and local practices are then examined. Finally, the work requirements of President Nixon's Family Assistance Plan of 1969 are examined...."

Handler, Joel F., and Hollingsworth, Ellen Jane. "Work, Welfare, and the Nixon Reform Proposals." STANFORD LAW REVIEW 22(1970):907-942. (Reprint available from University of Wisconsin, Institute for Research on Poverty) Free

The authors examine the relationship of work and welfare in the U.S., looking at public attitudes and legislation enacted. Tables are included that show employment experience of relief recipients. Finally, the operation of the WIN program is examined.

HIGHLIGHTS OF WELFARE REFORM. Washington, D.C.: Executive Office of the President, 1971. 26 pp. .40

This pamphlet presents facts concerning the welfare crisis and the President's plan for welfare reform as embodied in H. R. 1.

Kelly, L. A. INCOME MAINTENANCE, TAX SAVINGS AND THE INCENTIVE TO WORK. Kingston, Ontario: Queen's University, Industrial Relations Center, 1970. 18 pp. 1.00

"One of the important points that emerges from this study is the interdependence of tax policies and social security and welfare payments and the need to consider both aspects in assessing

programs and policies in this field. The author points out that although there is a considerable amount of research concerning the effects of income maintenance payments and of personal income tax on the incentive to work, little or no attention has been given to their combined effort. Dr. Kelly examines this area and discusses the implications for benefit levels and tax structure."

MANPOWER RESEARCH: INVENTORY FOR FISCAL YEAR 1969. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1970. 171 pp. 1.75

This is the third volume in an annual series which brings together manpower research studies sponsored by various federal agencies.

PATTERNS OF U.S. ECONOMIC GROWTH: 1980 PROJECTIONS OF FINAL DEMAND, INTERINDUSTRY RELATIONSHIPS, OUTPUT, PRODUCTIVITY, AND EMPLOYMENT. Washington, D.C.: U.S. Department of Labor, 1970. 131 pp. 1.25

"This bulletin presents projections of employment by industry for 1980, based on projections of the labor force, potential gross national product, the composition and industry structure of gross national product, and industry output and output per man-hour. Each of the elements in the sequence of projections is discussed in considerable detail."

Silverman, Leslie J., and Metz, Stafford. SELECTED STATISTICS ON EDUCATIONAL PERSONNEL. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, 1970. 59 pp. .65

"Much of what is known statistically about educational personnel nationally has been brought together in this document." References cite the data sources.

TOMORROW'S MANPOWER NEEDS: NATIONAL MANPOWER PROJECTIONS AND A GUIDE TO THEIR USE AS A TOOL IN DEVELOPING STATEMENT AND AREA MANPOWER PROJECTIONS. Volume I: Developing Area Manpower Projections, Volume II: National Trends and Outlook: Industry Employment and Occupational Structure. Volume III: National Trends and Outlook: Occupational Employment. Volume IV: The National Industry -- Occupational Matrix and Other Manpower Data. Washington, D.C.: U.S. Department of Labor, 1969. 517 pp. 4.80

This publication is devoted to the subject of national, state and area projections of manpower requirements. Its objective is to help fill a gap in manpower information.

TRAINING AND JOBS FOR THE URBAN POOR. New York: Committee for Economic Development, 1970. 78 pp. 1.25

Long-term solutions to the problem of urban poverty are the focus of this policy statement.

YOUTH UNEMPLOYMENT AND MINIMUM WAGES. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, 1970. 189 pp. 1.50

Subjects covered in this bulletin include evaluations of past experience, hiring standards and placement of youth, expectations and earnings, use of differential minimum wages, and experience of other countries in the employment of youth.

Wood, W. D., and Campbell, H. F. COST-BENEFIT ANALYSIS AND THE ECONOMICS OF INVESTMENT IN HUMAN RESOURCES: AN ANNOTATED BIBLIOGRAPHY. Kingston, Ontario: Queen's University, Industrial Relations Center, 1970. 211 pp. 10.00

The first four sections of this bibliography deal with the theoretical aspects of cost-benefit analysis, and the remaining four sections cover various practical applications of this technique to the evaluation of investment in human capital.

D. PARTICIPATION FOR AFDC POPULATION AND WOMEN IN GENERAL

Carter, Genevieve W. "The Employment Potential of AFDC Mothers." WELFARE IN REVIEW 6(1968):1-11

This article calls for research directed toward answering some of the questions about the marginal families outside the AFDC program and about the irregular economy that supplies employment opportunities to these families.

CHILDREN OF DIVORCED COUPLES: UNITED STATES, SELECTED YEARS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Health Administration, 1970. 40 pp. .50

"Numbers of children under 18 years of age involved in divorce cases in the U.S. and individual states, ratios of children per divorce decree, divorce rates by numbers of children, and characteristics of divorced persons by number of children reported."

CHILD WELFARE STATISTICS 1967. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, National Center for Social Statistics, 1968. 49 pp.

Charts and tables on children receiving services and professionals working in public child welfare agencies are given, along with summaries.

CHILD WELFARE STATISTICS 1968. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, National Center for Social Statistics, 1969. 45 pp.

"This report includes statistics for the United States and for each reporting state on children receiving services from public and voluntary child welfare agencies and institutions, facilities for day care and foster care of children, personnel employed in public child welfare agencies, and . . . expenditures for public child welfare services."

Coburn, Morris. MANPOWER IMPLICATIONS OF NEW LEGISLATION AND NEW FEDERAL PROGRAMS. THE FAMILY ASSISTANCE PLAN; ITS IMPACT UPON THE STATE EMPLOYMENT SERVICES. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1970. 62 pp. 3.00

"This report deals with the impact of the Family Assistance Plan for manpower needs in the Employment Services in the next five years. An estimate of the number of job openings a year in the Employment Service was developed with alternate sets of projections included."

Devine, Eugene J. ANALYSIS OF MANPOWER SHORTAGES IN LOCAL GOVERNMENT: CASE STUDIES OF NURSES, POLICEMEN, AND TEACHERS. New York: Praeger Publishers, 1970. 171 pp. 12.50

"This study investigates the persistent and widespread problem of job vacancies or shortages in certain classes of government employment." The author gathered extensive data on the structure of the labor market, legal restrictions, recruitment methods, and expenditures.

FACTS ABOUT WOMEN'S ABSENTEEISM AND LABOR TURNOVER. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969. 9 pp. Free

"This report summarizes the latest facts available about certain factors affecting labor costs; namely, absenteeism, labor turnover, job tenure, and labor mobility."

FACT SHEET ON EDUCATIONAL ATTAINMENT OF NONWHITE WOMEN. Washington, D.C.: U. S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1968. 2 pp. Free

The direct relationship between educational attainment and income is stated and the significant progress of nonwhite women and men in raising their level of educational attainment over the last several decades is cited.

FACT SHEET ON TRENDS IN THE EDUCATIONAL ATTAINMENT OF WOMEN. Washington, D.C.: U.S. Department of Labor, Women's Bureau, 1966. 2 pp.

The long-term rise in the level of education attained by women is attributed to both social and economic forces. The number of women graduating from high school and the number earning bachelor's, master's, and doctor's degrees are compared for the years 1900 and 1964. The direct relationship between the educational attainment of women and their labor force participation is noted.

Gordon, Margaret S. "Introduction: Women in the Labor Force." INDUSTRIAL RELATIONS 7(1968):187-92

Writing about the symposium "Women in the Labor Force," the author notes the increase in the female labor force in the post-war period, the factors responsible for the trend, and the increasing importance of women in the labor force. Gordon then deals with two major problems: the relatively poor representation of women in those professions requiring lengthy graduate education, and the seriously inadequate education and training of the many girls who become mothers "too early."

Hancock, Claire R. SERVICES UNDER AFDC FOR CHILDREN WHO NEED PROTECTION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Bureau of Family Services, 1966. 46 pp. .40

This material has been prepared for caseworkers who are responsible for seeing that children served by AFDC have adequate care, for securing for them resources to meet special needs, for assisting in maintaining family homes, and for acting in behalf of the child who is endangered.

Handler, Joel F., and Hollingsworth, Ellen Jane. WORK AND THE AFDC PROGRAM. Madison: University of Wisconsin, Institute for Research on Poverty, 1969. 62 pp. Free

"This paper begins with a review of employment policies for AFDC recipients and a detailed analysis of the legal and administrative structure of the Work Incentive Program and its operation in Wisconsin. State and local practices are then examined. Finally, the work requirements of President Nixon's Family Assistance Plan of 1969 are examined...."

Handler, Joel F., and Hollingsworth, Ellen Jane. "Work, Welfare, and the Nixon Reform Proposals." STANFORD LAW REVIEW 22(1970): 907-942. (Reprint available from University of Wisconsin, Institute for Research on Poverty) Free

The authors examine the relationship of work and welfare in the U.S., looking at public attitudes and legislation enacted. Tables are included which show employment experience of relief recipients. Finally, the operation of the WIN program is examined.

Herzog, Elizabeth. CHILDREN OF WORKING MOTHERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1960. 38 pp. .20

This somewhat dated (1960) report on the working-mother phenomenon details the effect on children and the implications for those concerned with family and child welfare. Bibliography.

HIGHLIGHTS OF WELFARE REFORM. Washington, D.C.: Executive Office of the President, 1971. 26 pp. .40

This pamphlet presents facts concerning the welfare crisis and the President's plan for welfare reform as embodied in H.R. 1.

Lee, Sylvia L.; Vetter, Louise; Howell, Kathleen M.; and Smith, Patricia. IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR PROGRAM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, 1967. 69 pp. 2.00

The implications identified and the recommendations made in this study are designed to stimulate states and local districts to consider what they are doing in vocational and technical education, to identify changes that need to be made, and to implement activities to achieve the needed changes.

Lee, Sylvia L.; Howell, Kathleen M.; Smith, Patricia; and Vetter, Louise. IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR VOCATIONAL AND TECHNICAL EDUCATION: AN ANNOTATED BIBLIOGRAPHY. Columbus; Ohio State University, Center for Vocational and Technical Education, 1967. 25 pp. ERIC, 1.52

This bibliography is divided into eight sections: Status of Women, Education of Women for Employment, Labor Force Participation of Women, Legislation Pertaining to Women in the Labor Force, Vocational Guidance, Research, Bibliographies, Presentations Appropriate for Students and the Lay Public.

Levinson, Perry. "How Employable Are AFDC Women?" WELFARE IN REVIEW 8(1970):112-16

This article presents estimates of the degree to which AFDC women are in fact employable, based on data from HEW. The concept of employability has been divided into two separate aspects: employment potential (level of education and type of previous employment) and employment barriers (health, lack of day care, high unemployment or lack of particular jobs, psychological problems, etc.). The study shows that, although the employment potential of AFDC women improved markedly between 1961 and 1968, these women had as many, if not more, serious barriers to employment as women with low potential.

Low, Seth, and Spindler, Pearl C. CHILD CARE ARRANGEMENTS OF WORKING MOTHERS IN THE UNITED STATES. Washington, D.C.; U.S. Department of Health, Education, and Welfare, 1968. 115 pp. 1.25

A special census was taken in 1965 to survey the needs of working mothers and children. The results -- both statistical representation and summaries -- are provided in this book. A profile of the working mother is included, along with descriptions of child care arrangements.

McNally, Gertrude Bancroft. "Patterns of Female Labor Force Activity." INDUSTRIAL RELATIONS 7(1968):204-18

Written as part of the symposium "Women in the Labor Force," this article covers statistics and analysis of women's ages, number of children, occupations, etc., and concludes with a section on discrimination against women.

NEGRO WOMEN . . . IN THE POPULATION AND IN THE LABOR FORCE. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1967. 41 pp. .30

The statistics and charts in this booklet are about the Negro population and education; Negro women, their families, incomes, occupations, child care arrangements, wages, etc.

NEW GENERATION, Winter, 1970. .75

The theme of this issue is "The Workfare State." In answer to Nixon's plan to transform welfare into "workfare," the writers point out that such plans fail to challenge the control factors of the economy that keep the poor on welfare, the employed in poverty, and the unemployed an anti-inflationary device.

Nye, F. Ivan, and Hoffman, Lois Wladis. THE EMPLOYED MOTHER IN AMERICA. Chicago: Rand McNally, 1963. 406 pp. 10.95

This book attempts to bring together a comprehensive body of research findings on the massive movement of mothers into paid employment. It reveals much that is new about child development and family relationships.

THE POTENTIAL FOR WORK AMONG WELFARE PARENTS. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1969. 32 pp. .45

Results of a Department of Labor study suggest that although more AFDC family heads than might be supposed are either currently employable or can easily be rehabilitated to become employable, comparatively few are -- or can easily be made -- capable of earning enough to support their families at the levels of income they can attain on welfare. Building financial incentives to work into the system raises the level of earnings and income that a recipient may reach before the family needs to leave the welfare rolls. Thus, it seems probable that a very large number of AFDC families will continue to be at least partially dependent on welfare in the near future.

A REPORT OF A CONFERENCE ON DAY CARE AND THE WORKING MOTHER. Baltimore: Amalgamated Clothing Workers of America, Regional Joint Board, 1967. Unpaged

These are speeches given at a conference held on the occasion of the ground-breaking in Baltimore for the union's second day care center. Stapled inside is a news release on the dedication.

REPORT OF A CONSULTATION ON WORKING WOMEN AND DAY CARE NEEDS. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1967. 86 pp.

This report of a conference attended by representatives of government, private agencies, and associations includes transcripts of question and answer periods in which heads of various agencies reveal their points of view and areas of strongest concern. Joseph Reid gives a good critique of (then) upcoming legislation, discussing both its promise and possible pitfalls.

Ruderman, Florence A. CHILD CARE AND WORKING MOTHERS: A STUDY OF ARRANGEMENTS MADE FOR DAYTIME CARE OF CHILDREN. New York: Child Welfare League of America, 1968. 378 pp. 7.50

Supplementary child care in the United States is reported on: the arrangements made by families; the views and attitudes of key community and professional groups regarding such care; and the facilities and programs that currently help to meet supplementary child care needs.

Schlenker, Robert E.; Fine, Ronald E.; and Appel, Gary L. AFDC EMPLOYMENT INCENTIVES: ECONOMIC IMPLICATIONS OF THE NEW INCOME DISREGARD PROVISIONS AND THE PROPOSED NIXON REFORMS. Lansing: State of Michigan Department of Social Services, 1970. 28 pp. Free

The first two sections of this paper consider the implications of the current income disregard formula for present and potential

clients. The third deals with the total costs of the present income disregard program to the taxpayer, and the fourth considers AFDC employment and the income disregard from the point of view of society as a whole.

Shea, John R.; Spitz, Ruth S.; and Zeller, Frederick A. DUAL CAREERS: A LONGITUDINAL STUDY OF LABOR MARKET EXPERIENCE OF WOMEN. Columbus: Ohio State University, Center for Human Resource Research, 1970. 285 pp.

This study is one of four about the labor market experience of four subsets of the U.S. population. Each study views the experience and behavior of individuals in the labor market as resulting from their environment and a variety of demographic, economic, social, and attitudinal characteristics. Each also seeks to identify those characteristics that appear to be most important in explaining variations in several important facets of labor market experience. The study reported on here is a progress report based on data collected in the initial interview survey in 1967 of women 30 to 45 years of age.

Sweet, James Arthur. FAMILY COMPOSITION AND THE LABOR FORCE ACTIVITY OF MARRIED WOMEN IN THE UNITED STATES. Ph.D. dissertation, University of Michigan, 1968. 257 pp.

"This is a study of the employment patterns of American wives in relation to the composition of their families. The data are taken exclusively from the 1960 United States Census." Bibliography.

WHO ARE THE WORKING MOTHERS? Washington, D.C.: U.S. Department of Labor, Women's Bureau, 1970. 4 pp. .10

This breakdown of working mothers shows numbers, ages, number of children, arrangements for child care, marital status, etc.

WHO WILL TAKE CARE OF YOUR CHILD WHEN YOU ARE IN TRAINING OR ON THE JOB? Washington, D.C.: U.S. Department of Health, Education, and Welfare, Children's Bureau, 1969. 12 pp. .15

This leaflet informs parents of the types of day care services and how to find them for their children.

WHY WOMEN WORK. Washington, D.C.: U.S. Department of Labor, Women's Bureau, 1966. 3 pp. Free

This brief paper states that most women work out of economic necessity and gives some of the reasons why.

THE WIDOWS STUDY; THE ONSET OF WIDOWHOOD. Vol. I and Vol. I
Technical Supplement. Hartford, Connecticut: Life Insurance Agency
Management Association, 1970. 110 pp. Free

Information for this study was gathered from 1,744 widows. This report deals with the families before and immediately after the death of the husband. It describes some of the consequences of prolonged terminal illness and disability, final expenses and how they were met, the assistance widows received from life insurance representatives and others in settling their husband's affairs, the survivor benefits that were actually received, and the widows' initial decisions regarding the disposition of life insurance proceeds. A second report will deal with the changes the families underwent during the first two years after the husband's death and will examine the extent of economic hardship that resulted from the death.

WORKING MOTHERS AND THE NEED FOR CHILD SERVICES. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1968. Free

Ultrasimplified bar graphs show the percentage of working mothers in the total population, the percentage with husband in the home, the present situation as compared to previous years, and the situation for nonwhite and low-income mothers.

E. POVERTY ISSUES

Brachet, Viviane; Blum, Zahava D.; and Rossi, Peter H. SOCIAL STRATIFICATION AND POVERTY: A SELECTED AND ANNOTATED BIBLIOGRAPHY. Madison: University of Wisconsin, Institute for Research on Poverty, n.d. 148 pp. Free

This bibliography is based primarily on a systematic screening of the major American sociological journals from 1950 through 1966, and secondarily on relevant articles published in other journals or as part of edited collections, or issued as separate monographs. There are 15 subject categories used.

EMPLOYABILITY PLANNING IN PUBLIC WELFARE AGENCIES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967. 158 pp.

In this paper it is pointed out that work experience and training programs administered under HEW show day care is needed to enable a parent or parents to participate in the programs.

Friedman, Lawrence M. SOCIAL WELFARE LEGISLATION: AN INTRODUCTION. Madison: University of Wisconsin, Institute for Research on Poverty, 1968. 63 pp. Free

"The essay defines social welfare legislation as legislation which sets up a minimum standard, identifies persons who do not meet that standard, and creates a program for aiding those persons to reach or approach the minimum standard. Each of these aspects of social welfare legislation is then discussed."

Gordon, Edmund W. POVERTY AND EMPLOYMENT. New York: Yeshiva University, 1969. 11 pp. ERIC, .65

Income maintenance schemes, social insurance and public assistance programs, family allowances, the negative income tax, and full employment proposals are critically reviewed.

Hancock, Claire R. SERVICES UNDER AFDC FOR CHILDREN WHO NEED PROTECTION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Bureau of Family Services, 1966. 46 pp. .40

This material has been prepared for caseworkers who are responsible for seeing that children served by AFDC have adequate care, for securing for them resources to meet special needs, for assisting in maintaining family homes, and for acting in behalf of the child who is endangered.

Handler, Joel F., and Hollingsworth, Ellen Jane. "The Administration of Welfare Budgets; The Views of AFDC Recipients." THE JOURNAL OF HUMAN RESOURCES 5(1970);208-21. (Reprint available from Institute for Research on Poverty, University of Wisconsin, Madison, Wisconsin) Free

Basing their conclusions on survey data collected from Wisconsin AFDC recipients in six counties, the authors find that AFDC budget levels fluctuate little and there is little caseworker intervention in client spending. On the other hand, clients take little advantage of the flexible features provided for supplementing their budgets, such as special needs items, and attempt to get along on their basic monthly checks.

Handler, Joel F., and Hollingsworth, Ellen Jane. "Work, Welfare, and the Nixon Reform Proposals." STANFORD LAW REVIEW 22(1970): 907-942. (Reprint available from University of Wisconsin, Institute for Research on Poverty) Free

The authors examine the relationship of work and welfare in the U.S., looking at public attitudes and legislation enacted. Tables are included which show employment experience of relief recipients. Finally, the operation of the WIN program is examined.

Hartogs, Nelly. "IN FORMA PAUPERIS": A SOCIOLOGICAL ANALYSIS OF EQUAL JUSTICE FOR THE POOR. Ph.D. dissertation, New School for Social Research, 1965. 268 pp.

This study proposes to analyze the dichotomy between theories about what is good for the poor and what society in fact generates in a very negative life for the poor. The area selected for this investigation is the treatment of the American poor within our judicial system.

HIGHLIGHTS OF WELFARE REFORM. Washington, D.C.: Executive Office of the President, 1971. 26 pp. .40

This pamphlet presents facts concerning the welfare crisis and the President's plan for welfare reform as embodied in H.R. 1.

Hunt, J. McVicker. THE CHALLENGE OF INCOMPETENCE AND POVERTY: PAPERS ON THE ROLE OF EARLY EDUCATION. Urbana; University of Illinois Press, 1969. 289 pp. 3.45

This book examines important implications of a major transformation in the conception of intelligence and its relation to heredity and environment that has occurred over the last two

decades. The early chapters emphasize changing theories in the behavioral sciences which provide a rationale for early childhood education. Later chapters discuss investigated characteristics of children from poor families, and consider ways to help such children acquire the competence necessary for participation in school and in an increasingly technological culture.

Kriesberg, Louis. **MOTHERS IN POVERTY: A STUDY OF FATHERLESS FAMILIES.** Chicago: Aldine Publishing Company, 1970. 356 pp. 9.75

Fatherless families make up an important segment of the poor. They are studied here, not only in their own plight, but as a strategic category in understanding the life of the poor and the perpetuation of poverty. Two chapters are devoted to an analysis of child-rearing patterns that affect the child's later independence and educational achievements.

Langman, Lauren. **THE EFFECT OF SUBSISTENCE PATTERNS ON MOTIVES AND VALUES.** Chicago: University of Chicago, 1964. 30 pp. ERIC, 1.20

A cross-cultural study was conducted to test the theoretical concept that the economic practices of a group will determine the social structure, ideology, child-rearing practices and distributions of personality characteristics of that group.

Larson, Wayne L., and Slocum, Walter L. **THE IMPACT OF POVERTY ON RURAL YOUTH: AN ANALYSIS OF THE RELATIONSHIP BETWEEN FAMILY INCOME AND EDUCATIONAL ASPIRATIONS, SELF-CONCEPT PERFORMANCE, AND VALUES OF RURAL HIGH SCHOOL STUDENTS.** Pullman: Washington State University, 1969. 14 pp. ERIC, .80

The purpose of this study was to determine if low family income tends to depress students' aspirations, achievements, and expectations.

Levine, Abraham S. "Cost-benefit Analysis of the Work Experience Program: Research Strategy." **WELFARE IN REVIEW** 4(1966):1-9

The research plan for a cost-benefit analysis of the AFDC program delineated in this article, emphasizes the work experience and training components of the program.

Mugulof, Melvin B. "A Developmental Approach to the Community Action Program Idea." **SOCIAL WORK** 12(1967):12-20

The author suggests a two-phase program for CAP in which it first focuses on its own survival and then begins to deal with the local problems of poverty.

NEW GENERATION, Winter, 1970. .75

The theme of this issue is "The Workfare State." In answer to Nixon's plan to transform welfare into "workfare," the writers point out that such plans fail to challenge the control factors of the economy that keep the poor on welfare, the employed in poverty, and the unemployment as an anti-inflationary device.

"Nixon Accepts Ribicoff Plan on Family Assistance." CONGRESSIONAL QUARTERLY 28(1970):2174-75

Reported here are the Senate hearings on Administration Welfare Reform Bill (H.R. 16311), the Family Assistance Plan, and Nixon's acceptance of a compromise proposal to test the program in selected areas for a year before putting it into operation nationwide.

Podell, Lawrence. FAMILIES ON WELFARE IN NEW YORK CITY. New York: City University of New York, Bernard Baruch College, Center for the Study of Urban Problems, 1968. 117 pp. 2.50

The data for this report were collected from a survey in 1966 of a sample of families on welfare in which the mothers were interviewed. Information was gathered about many topics relevant to current community discourse, policy-making, and program-planning about public welfare.

Podell, Lawrence, and Pomeroy, Richard. STUDIES IN THE USE OF HEALTH SERVICES BY FAMILIES ON WELFARE: SPECIAL POPULATION COMPARISONS (SUPPLEMENTARY REPORT) (A) BETWEEN HUSBANDS AND WIVES (B) WITH OTHER LOW-INCOME FAMILIES. New York: City University of New York, Bernard M. Baruch College, Center for the Study of Urban Problems, 1969. 70 pp. 2.50

In part A of this report the 1968 replies of Negro husbands on welfare are compared to those of their wives who were interviewed in 1966. In part B the 1968 replies of Negro mothers from low-income households who were not on the assistance rolls are contrasted to those of Negro mothers from publicly-assisted families who were assisted in 1966.

POVERTY STUDIES IN THE SIXTIES: A SELECTED, ANNOTATED BIBLIOGRAPHY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social Security Administration, Office of Research and Statistics, 1970. 126 pp. .60

This bibliography contains literature on poverty published between 1960 and 1969. The divisions are "General Background"; "The Concept of Poverty"; "Some Significant Aspects of Poverty"; "Health and Poverty"; "Poverty and the Law"; "Reduction of Selected Deprivations"; "Urban Housing and Development"; "Legislation"; "Federal and Related Antipoverty Programs"; and "Alternative or Supplementary Programs."

Rein, Martin, and Miller, S. M. "Citizen Participation and Poverty." CONNECTICUT LAW REVIEW 1(1968):221-43

"This paper examines the changing character of maximum feasible participation of the poor as it has evolved over the past several years."

Riessman, Frank. TWO ANTI-POVERTY STRATEGIES: NEW CAREERS VS. THE GUARANTEED ANNUAL INCOME. New York: New York University, 1967. 24 pp. Free

The author deals briefly with the failures of various antipoverty efforts. He then goes on to compare the Cloward-Piven strategy with the New Careers position. The former is directed toward producing a crisis in public welfare which is planned to lead to legislation providing for a guaranteed annual income as a way out of the crisis; the latter is intended to move the federal government toward a greater concern with jobs and manpower development as a fundamental antipoverty measure.

SOCIAL SERVICES IN PUBLIC WELFARE. New York: National Study Service, 1969. 36 pp. 1.00

The data summarized here indicate that wide attention needs to be focused on overcoming the great differences among the states with respect to the provision of public social services.

STATE VERSUS LOCAL ADMINISTRATION OF PUBLIC WELFARE -- A MOUNTING ISSUE. New York: National Study Service, 1970. 25 pp. 1.00

The conclusion reached in this paper is that there are important administrative and fiscal policy considerations inherent in the issue of state vs. local administration and that it should be resolved, state by state, in terms of a decision that best serves those directly affected and gives the most promise of preventing and mitigating basic social problems.

Steiner, Gilbert Y. "Day Care Centers: Hype or Hope?" TRANSACTION, July/August 1970, pp. 50-57

The author traces administrative and congressional plans to reduce welfare rolls, thereby creating an enormous need for day care. He points out that the "more realistic approach" would be to accept the need for more welfare and to reject continued fantasizing about day care and "workfare" as miracle cures.

TRAINING AND JOBS FOR THE URBAN POOR. New York: Committee for Economic Development, 1970. 78 pp. 1.25

Long-term solutions to the problem of urban poverty are the focus of this policy statement.

Vigilante, Joseph L. WORK AND TRAINING IN PUBLIC WELFARE. Ph.D. dissertation, Columbia University, 1968. 498 pp.

The study reports the purposes, administrative structures, financial bases, and results of eleven federal work and training programs. Particular emphasis is placed upon operational problems encountered in implementing and maintaining work-training efforts.

WELFARE REFORM: PROBLEMS AND SOLUTIONS. Madison: University of Wisconsin, Institute for Research on Poverty, n.d. unpagged. Free

These articles were compiled as a response to requests for background information about the welfare system and schemes of cash transfers. The sections are "Who Are the Poor?" "Problems with Welfare," "Possible Solution: The Children's Allowance," "Possible Solution: The Negative Income Tax," and "General Critiques."

WHITE AMERICANS IN RURAL POVERTY. Washington, D.C.: U.S. Department of Agriculture, Economic Research Service, 1967. 18 pp. .15

In 1960, of the 9.65 million families whose incomes were less than \$3,000, 6.1 million families lived in nonmetropolitan areas. Of these, 80 percent were white. This paper deals with the special problems of these whites in poverty.

F. FUNDING SOURCES

Bryant, Edward C.; Daley, James M.; Beatty, Richard L. DAY CARE SURVEY: FINAL REPORT. Draft. Rockville, Maryland: Westat Research, 1971. 219 pp.

This survey is concerned with the number of children in full day care, number and types of day care centers and homes, costs, funding, and demand.

"Business Booms for Day-Care Franchises." SCHOLASTIC TEACHER, 9 February 1970. p. 2

Dr. John Henry Martin questions whether "the shortcuts entrepreneurs must take to make profits will shortchange the children." In service to the poor, Martin believes that federal assistance should concentrate on aid for family day care, the traditional day-care institution of the slums.

DAY CARE COST WORKSHOP. Minneapolis, Minnesota: Institute for Interdisciplinary Studies, Day Care Policy Studies Group, 1971. 418 pp.

The main purpose of this workshop was to look at the costs in day care. Other topics discussed were alternative delivery systems, facilities, parent participation, and after-school care.

DAY CARE: THE NEEDS AND THE PROGRAMS. Minneapolis: League of Women Voters of Minneapolis, 1971. 64 pp.

Subjects examined in this study of day care in Minneapolis include studies and opinions, ways of funding, federal and state standards, and federal and state legislation related to day care.

EARLY CHILDHOOD DEVELOPMENT: ALTERNATIVES FOR PROGRAM IMPLEMENTATION IN THE STATES. Denver: Education Commission of the States, 1971. 100 pp. 1.00

"This report is intended to provide state-level policy makers with basic data about the most important alternatives which should be considered as a state initiates or expands its programs for very young children."

FEDERAL FUNDS FOR DAY CARE PROJECTS. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969. 73 pp.

The separate programs related to day care in each federal department are listed, with brief discussions of the authorizing legislation, eligibility requirements, funds available, and review procedures.

Goodstein, Bernard J. DAY CARE FOR CHILDREN IN CHICAGO: GUIDELINES FOR PLANNING A CORE DAY CARE PROGRAM IN LOW INCOME AREAS. Chicago: Welfare Council of Metropolitan Chicago, 1969. 63 pp.

This report is based on a review of the experience of agencies operating day care services and proposes guidelines for action, develops a core program with options, reviews possible funding sources, and summarizes day care standards.

Gummit, Grace L. YEAR-END EVALUATION PILOT SCHOOL-AGE DAY CARE PROGRAM, ST. PAUL, MINNESOTA. St. Paul, Minnesota: Minnesota Department of Public Welfare, 1971. 29 pp. Free

This pilot program in St. Paul target areas provided child care services for children of parents who must work, had returned to school, or were in job training. Funding for the program was from Title IV-A funds.

Milich, Cynthia; Prescott, Elizabeth; and Jones, Elizabeth. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAMS. PART I: GROUP DAY CARE, A STUDY IN DIVERSITY. Pasadena, California: Pacific Oaks College, 1969. 145 pp. ERIC, 7.35

How does a community get group day care? Once it is obtained, how can the community regulate its quality? To answer these questions, the report examines most aspects of every possible kind of group day care projects, ranging from local church projects to federally funded programs. Bibliography.

Prescott, Elizabeth; Jones, Elizabeth; Marshall, Ellen; and Milich, Cynthia. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAM. PART II: GROUP DAY CARE: THE GROWTH OF AN INSTITUTION. Pasadena, California: Pacific Oaks College, 1970. 187 pp. ERIC, 9.45

This monograph continues an analysis of group day care as a social institution. Part II focuses on the decision-making process with regard to the background of problems met in setting up community day care. Licensing, standards, and staffing of day care facilities are examined.

PROCEEDINGS OF THE CONFERENCE ON INDUSTRY AND DAY CARE. Chicago: Urban Research Corporation, 1970. 88 pp. 15.00

One-hundred-and-seventy-five industry representatives, early childhood specialists, community agency representatives, and day care operators and franchisers conferred. Topics included major issues in day care, models of industry-related day care,

consumers, costs and funding, federal legislation for day care, models of the mind (innovative alternatives in day care arrangements), and industry day care's roots in America. Appendices include workshop summaries, comparative analysis of legislation, standards and costs, and a list of participants.

A PROPOSAL TO ESTABLISH A WORK-RELATED CHILD DEVELOPMENT CENTER. Cambridge, Massachusetts: KLH Child Development Center, 1967, 95 pp. 2.00

The KLH demonstration preschool was initiated to offer a way of preventing poverty and some of the causes of poverty by widening employment opportunities and educating children. The proposal covers the need, advantages, related practice experience, objectives, mode of operation, project staff, facilities, and financing.

REPORT ON DAY CARE: MEETING OF REPRESENTATIVES OF STATE ADVISORY COMMITTEES ON DAY CARE SERVICES AND STATE DEPARTMENTS OF PUBLIC WELFARE. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Children's Bureau, 1964. 53 pp.

This booklet contains speeches and proceedings of representatives of state Advisory Committees on Day Care Service at a meeting held 19-20 March 1964. A speech on the need for day care is included, in addition to talks from state representatives on situations in their states. The discussion has much less of a tone of urgency than in later years, with much more interest expressed in financing procedures than in deprived children.

Simon, Alvin. A DOCUMENTED OUTLINE OF WAYS TO FINANCE DAY CARE FACILITIES IN NEW YORK CITY. Mimeographed. New York: Day Care Council of New York, 1970. 12 pp.

This memorandum from a community consultant is intended to clarify the major issues concerning renovation, construction, and leasing of facilities for day care.

Sizer, Theodore, and Whitten, Phillip. "A Proposal for a Poor Children's Bill of Rights." PSYCHOLOGY TODAY, August 1968, pp. 59-63

The authors propose the use of "vastly improved and powerful education" as the principal vehicle for upward mobility of poor children. The strategy they stress is giving money directly to poor children (through their parents) to assist in paying for their education.

SMALL CHILDREN AS A SMALL BUSINESS: A PRIMER FOR POTENTIAL INVESTORS IN DAY CARE CENTERS. New York: Child Welfare League of America, 1971. 6 pp. .50

This publication provides a checklist for potential investors to determine if a child care franchise is a sound business proposition and stresses that investors should have the educational background and personality to fit such a business.

Waldgeir, Max. PROPOSED POLICIES AND PROCEDURES FOR FUNDING DAY CARE CENTERS. Mimeographed. New York: Human Resources Administration, 1970. 51 pp. Free

Included in these proposed policies are policies on funding of group day care centers, checklist of requirements for continuing and interim funding of day care centers, applying for day care funding procedures, salary scale for day care center employees, sample annual budgets for day care centers, and guidelines for group day care of infants.

G. COST OF DAY CARE

ACCOUNTING AND FINANCIAL REPORTING. New York: Child Welfare League of America, 1966. 40 pp. 1.00

Included in this publication are the following brief essays: "Cost Analysis in Child Welfare: An Overview," by Robert Elkin; "Applying Cost Analysis to Community Decision Making," by John A. Gabriel; "Uniform Accounting and the Agency Executive," by Joseph B. Garvin; "Implementing Standards of Accounting and Financial Reporting for Voluntary Health and Welfare Organizations," by Guy Holman.

Borus, Michael E., and Tash, William R. MEASURING THE IMPACT OF MANPOWER PROGRAMS: A PRIMER. Ann Arbor: University of Michigan -- Wayne State University, Institute of Labor and Industrial Relations, 1970. 81 pp. 2.50

This primer presents an introduction to the measurement of manpower program impact, concentrating on basic techniques, with a special emphasis on correcting deficiencies in past studies.

Bryant, Edward C.; Daley, James M.; Beatty, Richard L. DAY CARE SURVEY: FINAL REPORT. Draft. Rockville, Maryland: Westat Research, 1971. 219 pp.

This survey is concerned with the number of children in full day care, number and types of day care centers and homes, costs, funding, and demand.

BUDGET AND ALLOWANCE GUIDE 1970-71. Sacramento: State Department of Education, Division of Compensatory Education, Bureau of Preschool Educational Programs. 7 pp. Free

This guide has been prepared as an aid to project writers in understanding trends in financing compensatory preschool education programs. It encourages economy and equal educational opportunity for disadvantaged preschool programs.

DAY CARE COST WORKSHOP. Minneapolis, Minnesota: Institute for Interdisciplinary Studies, Day Care Policy Studies Group, 1971. 418 pp.

The main purpose of this workshop was to look at the costs in day care. Other topics discussed were alternative delivery systems, facilities, parent participation, and after-school care.

DAY CARE OF CHILDREN IN CHICAGO: NEEDS AND RESOURCES, BY COMMUNITY AREAS. Chicago: Welfare Council of Metropolitan Chicago, 1967. 121 pp. 3.50

This fact book on day care needs contains two sections: a preliminary statement of implications of planning, and a research section which documents the immediate need for day care services for children aged 0-14 in Chicago.

DAY CARE SALARY SURVEY. St. Paul: Minnesota Department of Public Welfare, Division of Child Welfare, 1970. 39 pp. Free

Questionnaires were sent to all day care centers licensed and in operation as of December 1, 1969. Replies were received from 80% of the centers. A brief "Highlights" section summarizes the main findings; the "Detailed Findings" section presents data under full-time salary, reported salary, and center policy.

DAY CARE: THE NEEDS AND THE PROGRAMS. Minneapolis: League of Women Voters of Minneapolis, 1971. 64 pp.

Subjects examined in this study of day care in Minneapolis include studies and opinions, ways of funding, federal and state standards, and federal and state legislation related to day care.

DETERMINING FEES FOR DAY CARE SERVICES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1964. 14 pp. .15

This pamphlet outlines various methods of determining fee policy for day care services.

Elkin, Robert, ed. **COST AND TIME STUDIES IN CHILD WELFARE AND RELATED SUBJECTS: A BIBLIOGRAPHY.** Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Children's Bureau, 1965. 32 pp.

This bibliography identifies pertinent material which has been published and is available to persons interested in work related to costs in child welfare. Time studies have been included because of the fundamental role they play in cost methods.

Elkin, Robert, and Cornick, Delroy L. **ANALYZING COSTS IN A RESIDENTIAL GROUP CARE FACILITY FOR CHILDREN: A STEP-BY-STEP MANUAL.** New York: Child Welfare League of America, 1969. 116 pp. 3.00

This manual is designed to provide a workable, uniform method of measuring what it costs to run an institution for children.

Guberman, Mildred; Greenblatt, Bernard; Thompson, Gayle; and Gurin, Arnold. COST ANALYSIS IN DAY CARE CENTERS FOR CHILDREN. Waltham, Massachusetts: Brandeis University, Florence Heller Graduate School for Advanced Studies in Social Welfare, 1966. 141 pp.

"The primary purpose of the Cost Analysis Project has been to develop and test a method for analyzing the costs of day care centers on a comparable basis."

Kelly, L. A. INCOME MAINTENANCE, TAX SAVINGS AND THE INCENTIVE TO WORK. Kingston, Ontario: Queen's University, Industrial Relations Center, 1970. 18 pp. 1.00

"One of the important points that emerges from this study is the interdependence of tax policies and social security and welfare payments and the need to consider both aspects in assessing programs and policies in this field. The author points out that although there is a considerable amount of research concerning the effects of income maintenance payments and of personal income tax on the incentive to work, little or no attention has been given to their combined effort. Dr. Kelly examines this area and discusses the implications for benefit levels and tax structure."

Pierce, William L. COST AND QUALITY IN EARLY CHILDHOOD PROGRAMS. New York: Child Welfare League of America, n.d. 5 pp.

Data from 1970 study, EARLY CHILDHOOD AND BASIC ELEMENTARY AND SECONDARY EDUCATION: NEEDS, PROGRAMS, DEMANDS, COSTS, is cited for costs of existing programs. The author advocates "adequate, realistic funding" from the start for early childhood programs.

Pierce, William L. "Day Care in the 1970's: Planning for Expansion." CHILD WELFARE 50(1971):160-63

The author outlines reasons behind the need for expansion of day care facilities and points out how carefully such expansion must be made to serve the needs of society as a whole.

PROCEEDINGS OF THE CONFERENCE ON INDUSTRY AND DAY CARE. Chicago: Urban Research Corporation, 1970. 88 pp. 15.00

One-hundred-and-seventy-five industry representatives, early childhood specialists, community agency representatives, and day care operators and franchisers conferred. Topics included major issues in day care, models of industry-related day care, consumers, costs and funding, federal legislation for day care, models of the mind (innovative alternatives in day care arrangements), and industrial day care's roots in America. Appendices include workshop summaries, comparative analysis of legislation, standards and costs, and a list of participants.

REVENUE SHARING CHART BOOK. Washington, D.C.: Executive Office of the President, 1971. 21 pp. .30

This pamphlet briefly describes revenue sharing and its alternatives: Federalization of welfare costs, tax credits, tax reduction, and more categorical grants.

Sewell, D. O. TRAINING THE POOR: A BENEFIT-COST ANALYSIS OF MANPOWER PROGRAMS IN THE U.S. ANTIPOVERTY PROGRAM. Kingston, Ontario: Queen's University, Industrial Relations Center, 1971. 153 pp. 5.00

The author assesses manpower programs in the U.S. antipoverty programs using benefit-cost analysis and extensive case studies.

Somers, G. G., and Wood, W. D., eds. COST-BENEFIT ANALYSIS OF MANPOWER POLICIES: PROCEEDINGS OF A NORTH AMERICAN CONFERENCE. Kingston, Ontario: Queen's University, Industrial Relations Center, 1969. 272 pp. 5.00

This conference was jointly sponsored by the Canadian Department of Manpower and Immigration and the United States Department of Labor, to bring together academic and government researchers and policy-makers in this area. Papers were presented on both theoretical and practical issues involved in applying cost-benefit analyses to manpower programs.

STANDARDS AND COSTS FOR DAY CARE. Washington, D.C.: Day Care and Child Development Council of America, n.d. 13 pp. .50

Three types of day care situations -- care in a center for a full day, care in a foster home for a full day, and care in a center before and after school and during the summer -- are broken down into component parts.

SURVEY OF PRESCHOOL AND DAY CARE NEEDS AND FACILITIES IN SAN MATEO COUNTY, CALIFORNIA, 1969-70. San Mateo, California: San Mateo County Superintendent of Schools and San Mateo County Board of Education, 1970. 60 pp. Free

Information gathered in this survey included number of children under ten, number of children with working mothers, number and capacity of licensed family and group facilities, family income tables, and costs of preschool education and day care services.

Waldgeir, Max. PROPOSED POLICIES AND PROCEDURES FOR FUNDING DAY CARE CENTERS. Mimeographed. New York: Human Resources Administration, 1970. 51 pp. Free

Included in these proposed policies are policies on funding of group day care centers, checklists of requirements for continuing and interim funding of day care centers, applying for day care funding procedures, salary scale for day care center employees, sample annual budgets for day care centers, and guidelines for group day care of infants.

H. STATISTICAL DATA

DAY CARE SALARY SURVEY. St. Paul: Minnesota Department of Public Welfare, Division of Child Welfare, 1970. 39 pp. Free

Questionnaires were sent to all day care centers licensed and in operation as of December 1, 1969. Replies were received from 80% of the centers. A brief "Highlights" section summarizes the main findings; the "Detailed Findings" section presents data under full-time salary, reported salary, and center policy.

Kay, Evelyn R. INVENTORY OF VOCATIONAL EDUCATION STATISTICS AVAILABLE IN FEDERAL AGENCIES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, 1970. 59 pp. .65

Forty-nine program report forms from sixteen federal agencies on their major components document the availability of vocational education statistics.

Pierce, William L. "Day Care in the 1970's: Planning for Expansion." CHILD WELFARE 50(1971):160-63

The author outlines reasons behind the need for expansion of day care facilities and points out how carefully such expansion must be made to serve the needs of society as a whole.

PROFILES OF CHILDREN: 1970 WHITE HOUSE CONFERENCE ON CHILDREN. Washington, D.C.: White House Conference on Children 1970, 1970. 187 pp. 3.00

This book opens with data on the world of the 1970s and then deals with four major stages of child development through age thirteen: the prenatal period, the first year of life, the preschool years between ages one and six, and the school years.

Ruderman, Florence A. CHILD CARE AND WORKING MOTHERS: A STUDY OF ARRANGEMENTS MADE FOR DAYTIME CARE OF CHILDREN. New York: Child Welfare League of America, 1968. 378 pp. 7.50

Supplementary child care in the United States is reported on: the arrangements made by families; the views and attitudes of key community and professional groups regarding such care; and the facilities and programs that currently help to meet supplementary child care needs.

Silverman, Leslie J., and Metz, Stafford. SELECTED STATISTICS ON EDUCATIONAL PERSONNEL. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, 1970. 59 pp. .65

"Much of what is known statistically about educational personnel nationally has been brought together in this document." References cite the data sources.

SURVEY OF PRESCHOOL AND DAY CARE NEEDS AND FACILITIES IN SAN MATEO COUNTY, CALIFORNIA, 1969-70. San Mateo, California: San Mateo County Superintendent of Schools and San Mateo County Board of Education, 1970. 60 pp. Free

Information gathered in this survey included number of children under 10, number of children with working mothers, number and capacity of licensed family and group facilities, family income tables, and costs of preschool education and day care services.

6. L I C E N S I N G A N D S T A N D A R D S

Assessing and ensuring quality in day care programs is the focus of this section. Specific examples of standards, guidelines, and licensing are included.

Anderson, Robert H. "Schools for Young Children: Organizational and Administrative Considerations." PHI DELTA KAPPAN, March 1969, pp. 381-85

Some ways in which programs for educating young children might be set up are discussed in this article. Some of the advantages for linking early childhood programs to public elementary schools are pointed out, as well as the importance of the physical environment.

Arnote, Thelma E. LEARNING AND TEACHING IN A CENTER FOR THE CARE OF INFANTS AND TODDLERS: A DESCRIPTIVE REVIEW OF EXPERIENCE WITH STAFF DEVELOPMENT. Greensboro: University of North Carolina, 1969. 26 pp.

"The purpose of the project is to demonstrate an optimum environment for children under three years of age in daytime group care." Appendices.

BASIC FACTS ABOUT LICENSING OF DAY CARE. Mimeographed. Washington, D.C.: Day Care and Child Development Council of America, 1970. 5 pp.

Because of the need to clarify legislative intent and licensing procedures, the Day Care and Child Development Council of America has prepared this overview of state day care licensing.

Binder, Gertrude. "Social Work Process in Licensing Welfare Services." SOCIAL CASEWORK 35(1954):34-54

The author attempts to find whether there are distinctive social work processes that can be applied to licensing and used in determining what constitutes the public good. She finds that by applying social work methods, social workers in licensing programs become "dynamic instruments for promoting social well-being."

Boguslawski, Dorothy Beers. GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN. New York: Child Welfare League of America, 1966. 100 pp. 2.50

This guide was prepared to show persons setting up day care centers how to follow the CWLA standards. It provides an overall view of the "hows" of day care, including chapters on staffing, housing, financing, and programming. The appendix provides lists of furnishings, suggested readings, pertinent journals, organizations publishing information on day care, and diagrams of a model center.

CHILD WELFARE LEAGUE OF AMERICA STANDARDS FOR DAY CARE SERVICE. New York: Child Welfare League of America, 1969. 123 pp. 2.50

This book includes standards for various aspects of day care including physical facilities, administration, and community planning for services. Group care, family day care, and day care for school-age children are given separate chapters. Selected references are appended.

Class, Norris E. "Licensing for Child Care: A Preventative Welfare Service." CHILDREN 15(1968):188-92

The author suggests that administration of state child-care licensing should focus on preventing the problems of children, and should be kept separate philosophically and administratively from the protective or rehabilitative function of welfare departments. Also given are criteria for child care license administration.

Class, Norris E. LICENSING OF CHILD CARE FACILITIES BY STATE WELFARE DEPARTMENTS: A CONCEPTUAL STATEMENT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1968. 63 pp. .35

Licensing is presented as a positive application of police power and a form of regulatory administration. As a preventive social service, licensing is brought into line with much of the new philosophy in the field of social work.

Costin, Lela B. "Performance of Child Care Licensing Tasks." PUBLIC WELFARE 25(1967):307-10

The study reported herein gave evidence that public welfare workers not trained in social work nevertheless have the capacity and skill to carry out responsible and important program assignments. Differential use of staff is seen as an essential element in administrative planning.

Costin, Lela B. PROCEEDINGS OF THE CENTENNIAL CONFERENCE ON THE REGULATION OF CHILD-CARE FACILITIES. Urbana: University of Illinois, 1967. 103 pp.

"To achieve an effective licensing program, agencies should provide continuing supervision and consultation to licensees. Results of a study of the performance of nonprofessional personnel in providing such services indicate that these workers probably can give this effectively, provided the agency emphasizes this aspect of licensing."

Couvillion, Martha. "Working with the Untrained Teacher." YOUNG CHILDREN 23(1968):37-41

In this article the author maintains, "The licensing worker should be aware of how the teacher learns in order to give help and information about early childhood education."

DAY CARE CENTER STANDARDS FOR CHILD CARE: REQUIREMENTS FOR LICENSE. Raleigh: State of North Carolina Department of Social Services, 1970. 55 pp. Free

Licensing requirements are divided into two levels: Level 1, basic child protection, and Level 2, exceeding basic child protection. The three types of facilities are: family day care home, small group day care home, and day care center. Care for infants and school-age children is included.

DAY CARE COST WORKSHOP. Minneapolis, Minnesota: Institute for Interdisciplinary Studies, Day Care Policy Studies Group, 1971. 418 pp.

The main purpose of this workshop was to look at the costs in day care. Other topics discussed were alternative delivery systems, facilities, parent participation, and after-school care.

DAY CARE OF CHILDREN IN CHICAGO: NEEDS AND RESOURCES, BY COMMUNITY AREAS: Chicago: Welfare Council of Metropolitan Chicago, 1967. 121 pp. 3.50

This fact book on day care needs contains two sections: a preliminary statement of implications of planning, and a research section which documents the immediate need for day care services for children aged 0-14 in Chicago.

DAY CARE STANDARDS FOR INFANTS AND CHILDREN UNDER THREE YEARS OF AGE. Evanston, Illinois: American Academy of Pediatrics, 1970. 37 pp.

The Committee of Infant and Preschool Child of the American Academy of Pediatrics has developed what it considers "a set of realistic standards" for quality day care for children under three.

DAY CARE: THE NEEDS AND THE PROGRAMS. Minneapolis: League of Women Voters of Minneapolis, 1971. 64 pp.

Subjects examined in this study of day care in Minneapolis include studies and opinions, ways of funding, federal and state standards, and federal and state legislation related to day care.

Deutsch, Martin. MEMORANDUM ON: FACILITIES FOR EARLY CHILDHOOD EDUCATION. New York: Educational Facilities Laboratories, 1966. 38 pp.

The physical environment most beneficial to "environmentally deprived" nursery and kindergarten children is described.

EARLY CHILDHOOD DEVELOPMENT: ALTERNATIVES FOR PROGRAM IMPLEMENTATION IN THE STATES. Denver: Education Commission of the States, 1971. 100 pp. 1.00

"This report is intended to provide state-level policy makers with basic data about the most important alternatives which should be considered as a state initiates or expands its programs for very young children."

Featherstone, Joseph. "The Day Care Problem: Kentucky Fried Children." NEW REPUBLIC, 12 September 1970, pp. 12-16

The author gives a very discouraging picture of the high cost of day care and the resulting poor programs that are run to make a higher profit. Franchises charging \$20-30 a week are viewed with much suspicion when nonprofit day care costs about \$40 a week. The author believes that there must be inspectorates to set up practical standards and help people meet them, especially in the area of staff development.

FEDERAL INTERAGENCY DAY CARE REQUIREMENTS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1970. 17 pp.

These are the requirements for day care programs receiving federal funds (under Social Security, Economic Opportunity, or Manpower Development and Training Acts). Minimum standards for staff facilities, staff-student ratio, parent involvement, etc., are given.

Goodstein, Bernard J. DAY CARE FOR CHILDREN IN CHICAGO: GUIDELINES FOR PLANNING A CORE DAY CARE PROGRAM IN LOW INCOME AREAS. Chicago: Welfare Council of Metropolitan Chicago, 1969. 63 pp.

This report is based on a review of the experience of agencies operating day care services and proposes guidelines for action, develops a core program with options, reviews possible funding sources, and summarizes day care standards.

Jambor, Harold. LICENSED CHILD-CARE AGENCIES PARTICIPATION IN FORMULATION OF STANDARDS. D.S.W. dissertation, University of Southern California, 1965. 301 pp.

"This study is primarily concerned with determining the way child-caring agencies subject to licensing are participating in the formulation of standards. The objective has been to ascertain the extent to which a methodology of such participation in standard formulation is being used by state child-care licensing agencies."

Jambor, Harold A. "Theory and Practice in Agency Participation in the Formulation of Child Care Licensing Standards." CHILD WELFARE 38(1964): 521-28

Three theory constructs are used to examine current practice, with the goal of developing a methodology for the formulation of child care licensing standards.

Lewis, Lucile. "The Strengths in Day Care Licensing." CHILD WELFARE 38(1959):10-15

Describes how a state department of welfare uses its licensing program to improve the level of day care throughout the state.

LICENSING AND REGULATION OF CHILD CARE FACILITIES. LEGISLATIVE COUNCIL REPORT TO THE COLORADO GENERAL ASSEMBLY. Denver: Legislative Council of the Colorado General Assembly, 1962. 81 pp.

In 1962, the Colorado Legislative Council was directed to review the Board of Standards of Child Care to determine its place in the organizational administration of state government and to revamp it for the most efficient and effective operation. This report covers the board's history, child-care facilities licensing in other states, and problems and alternatives for the board's future operation.

Lierheimer, Alvin P. A FRAMEWORK OF STATE CERTIFICATION TO ACCOMMODATE CURRENT DEVELOPMENTS IN DIFFERENTIATING STAFF ROLES. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1969. 15 pp. Free

The author calls for a re-examination of certification theory and practice and a redistribution of responsibilities among the agencies involved in staff preparation.

MANUAL FOR CHILD CARE WORKERS. St. Paul: Minnesota Department of Public Welfare, 1961. 39 pp. Free

The manual is intended to "show how a team working together can improve child care practices."

MINIMUM STANDARDS FOR LICENSED DAY CARE CENTERS AND NIGHT-TIME CENTERS.
Springfield: Illinois Department of Children and Family Services, 1970.
76 pp.

"This publication, in addition to incorporating standards for night-time centers, reflects certain revisions, additions, and deletions, necessitated by the passage of the Child Care Act of 1969."

Moore, Winifred A. "What Makes a Good Day Care Licensing Law?" CHILD WELFARE 37(1958):27-30

The author gives the essential provisions of a licensing act and cites the setting of standards for such an act as a major responsibility of the licensing agency. Also included are recommended procedures in establishing or revising a day care licensing law.

Morris, Marjorie Simpson. "The California Credential Story: A New Specialization for Teachers of Young Children." YOUNG CHILDREN 25(1970): 268-79

"The Governor of California, on September 4, 1969, signed into law Senate Bill no. 982 which established a Standard Teaching Credential with Specialization in Early Childhood Teaching. The history of this law and its far-reaching implications for early childhood education are herewith documented."

NURSERY SCHOOLS AND DAY CARE CENTERS: RECOMMENDED STANDARDS AND REQUIREMENTS FOR LICENSING. Mimeographed. Lansing: State of Michigan, Department of Social Services, 1968. 11 pp.

The Michigan standards cover staff, program, records, equipment, fire, health and sanitation regulations, transportation, and procedures for licensing.

Peters, Ann DeHuff. "Day Care -- A Summary Report." AMERICAN JOURNAL OF PUBLIC HEALTH 54(1964):1905-12

A study of the activities in day care for children by state health departments showed wide variations, a prominent finding being that health departments have played a minimal part in developing day care programs. Reasons behind this situation are discussed and recommendations for action on the part of health agencies are made.

Prescott, Elizabeth; Jones, Elizabeth; Marshall, Ellen; and Milich, Cynthia. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAM. PART II, GROUP DAY CARE: THE GROWTH OF AN INSTITUTION. Pasadena, California: Pacific Oaks College, 1970. 187 pp. ERIC, 9.45

This monograph continues an analysis of group day care as a social institution. Part II focuses on the decision-making process with regard to the background of problems met in setting up community day care. Licensing, standards, and staffing of day care facilities are examined.

PROCEDURES FOR OBTAINING A LICENSE TO CONDUCT A GROUP DAY CARE CENTER. St. Paul: Minnesota Department of Public Welfare, 1968. 1 p.

The 12 steps for obtaining a license are briefly outlined.

PROCEEDINGS OF THE CONFERENCE ON INDUSTRY AND DAY CARE. Chicago: Urban Research Corporation, 1970. 88 pp. 15.00

One-hundred-and-seventy-five industry representatives, early childhood specialists, community agency representatives, and day care operators and franchisers conferred. Topics included major issues in day care, models of industry-related day care, consumers, costs and funding, federal legislation for day care, models of the mind (innovative alternatives in day care arrangements), and industrial day care's roots in America. Appendices include workshop summaries, comparative analysis of legislation, standards and costs, and a list of participants.

PROPOSED RULES AND REGULATIONS FOR DAY CARE CENTERS: FOR CHILDREN OVER 2-3/4 YEARS OF AGE. Boston: Massachusetts Department of Public Health, Division of Family Health Services, 1970. 27 pp.

This draft document covers all of the basic requirements for day care services, including infant care.

"Public Welfare Responsibility for Child Care Licensing." PUBLIC WELFARE 21(1963):33-36

The American Public Welfare Association has drafted this statement which describes the purpose, legal base, history, and process of licensing and interprets the role and responsibility of public welfare in licensing of child care facilities.

REPORT OF THE STANDARDS DEVELOPMENT COMMITTEE FOR CHILD DAY CARE. Chapel Hill: University of North Carolina, 1968. 12 pp. Free

These standards for infant/toddler care contain the following sections: qualifications of care-giver, program of care-giving, parent contacts, daily schedule, toys and activities, health and safety, food, toilet training, clothing, and staff policies.

Rockwell, Robert E. "Rating Teachers and Aides." YOUNG CHILDREN 22(1967):381-84

"Although the observation rating form described here was designed for evaluating the performance of nonprofessional teachers and aides, it can also be used as a checklist for training all Head Start personnel, working with student teachers in colleges and universities, and training mothers as assistants in cooperative nursery schools."

STANDARDS AND COSTS FOR DAY CARE. Washington, D.C.: Day Care and Child Development Council of America, n.d. 13 pp. .50

Three types of day care situations -- in a center for a full day, in a foster home for a full day, and in a center before and after school and during the summer -- are broken down into component parts.

STANDARDS AND REGULATION FOR DAY CARE CENTERS AND DAY CARE HOMES. Frankfort: Kentucky Department of Child Welfare, 1967. 68 pp. Free

The Kentucky Legislature passed a law requiring all day care facilities serving four or more children to be licensed in 1962. Standards, regulations, and reference materials are included in this publication.

STANDARDS FOR FAMILY DAY CARE IN MINNESOTA. St. Paul: Minnesota Department of Public Welfare, 1956. 4 pp.

Family day care standards cover the provisions for licensing or refusal of licenses: evaluation of family and home, physical health and safety standards, and records.

STANDARDS FOR GROUP DAY CARE OF PRE-SCHOOL AND SCHOOL-AGE CHILDREN. St. Paul: Minnesota Department of Public Welfare, 1968. 12 pp.

This booklet includes sections on licensing regulations, finances, staff, admission, physical plant, equipment and play materials, program, health and sanitation requirements, records and reports, transportation, and additional standards for care of physically and mentally handicapped children.

"Standards for Teachers in Early Childhood Education." CHILDHOOD EDUCATION 35(1958):65-66

This statement of standards considers only academic background and professional experience.

Stith, Majorie, and Hoeflin, Ruth. "Preschool Teacher Certification." JOURNAL OF HOME ECONOMICS 59(1967):371-73

"Operation Certification" in Kansas was undertaken for two reasons: the heightened demand for teachers at the preschool level and the need to give school administrators adequate guidelines for selecting teachers. Three major considerations of the program were a strong conviction concerning the uniqueness of the necessary preparation for people who teach three- and four-year-old children, the need for actual experience with young children, and the need for flexibility in the plan.

Wickens, David L., ed. SOUTHEASTERN REGIONAL CONFERENCE ON CERTIFICATION OF PRESCHOOL PERSONNEL: PROBLEMS AND PRECEDENTS. Nashville: George Peabody College for Teachers, 1969. 52 pp.

Included are position papers on the following topics: certification of teachers of young children, certification of preschool personnel, new roles and functions in preschool education, and considerations in developing a model for training supervisors of personnel working with young children.

WINDOWS ON DAY CARE: A REPORT TO THE NATION BY MEMBERS OF THE NATIONAL COUNCIL OF JEWISH WOMEN: DAY CARE REPORTER'S KIT. New York: National Council of Jewish Women, 1970. 55 pp.

In an effort to enlist council members as day care "reporters" to bring about more and better day care facilities, the National Council of Jewish Women has compiled an informative kit. Included in this kit are materials on licensing, standards, and funding, and questionnaires for day care homes and day care centers.

7. LEGISLATION AND REGULATION

In addition to specific pieces of legislation -- existing and pending -- this section cites publications that describe pertinent programs funded under such legislation. Regulations and recommendations for regulations are also included.

CONFERENCE ON UPGRADING AND NEW CAREERS. Washington, D.C.: National Manpower Policy Task Force, 1970. 125 pp. 5.00

This conference was opened with a speech by the Honorable James H. Scheuer, Congressman from New York, who authored the Scheuer amendment of the Economic Opportunity Act, which initiated the New Careers Program. The subjects for the two sessions were "Federally Supported Upgrading in Industry" and "New Careers and the Service Sector."

Costin, Lela B. PROCEEDINGS OF THE CENTENNIAL CONFERENCE ON THE REGULATION OF CHILD-CARE FACILITIES. Urbana: University of Illinois, 1967. 103 pp.

"To achieve an effective licensing program, agencies should provide continuing supervision and consultation to licensees. Results of a study of the performance of nonprofessional personnel in providing such services indicate that these workers probably can give this effectively, provided the agency emphasizes this aspect of licensing.

DAY CARE: THE NEEDS AND THE PROGRAMS. Minneapolis: League of Women Voters of Minneapolis, 1971. 64 pp.

Subjects examined in this study of day care in Minneapolis include studies and opinions, ways of funding, federal and state standards, and federal and state legislation related to day care.

EARLY CHILDHOOD DEVELOPMENT: ALTERNATIVES FOR PROGRAM IMPLEMENTATION IN THE STATES. Denver: Education Commission of the States, 1971. 100 pp. 1.00

"This report is intended to provide state-level policy makers with basic data about the most important alternatives which should be considered as a state initiates or expands its programs for very young children."

EARLY CHILDHOOD DEVELOPMENT: OUTLOOK FOR 1970. Washington, D.C.: National Association for Community Development, 1970. 70 pp. 1.50

This report contains a summary and a comparative analysis of major provisions of the House and Senate bills from the first session of the 91st Congress which are concerned with early childhood development.

EDUCATION AND TRAINING: A CHANCE TO ADVANCE. 7TH ANNUAL REPORT OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE TO THE CONGRESS ON TRAINING ACTIVITIES UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969. 102 pp. 1.00

"This report reviews accomplishments and problems of the fiscal year ending June 30, 1968, traces program changes over the period since the inception of the act, discusses the potential impact of the amendments passed by the Congress in October 1968, and makes recommendations to improve the effectiveness of the program."

EDUCATION OF THE DISADVANTAGED: AN EVALUATIVE REPORT ON TITLE I ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1970. 2.00

This report for fiscal year 1968 is the first annual report prepared in response to the 1967 ESEA amendments that require a national evaluation of Title I and a report on the results.

EDUCATION PROFESSIONS DEVELOPMENT ACT: FACTS ABOUT PROGRAMS FOR 1971-72. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development, 1970. 44 pp. Free

Descriptions of programs funded under the Education Professions Development Act are divided into four sections: (1) programs to improve the education of children from low-income families; (2) programs to reinforce the preparation of all educational personnel; (3) programs to help meet critical qualitative and quantitative shortages of educational personnel; and (4) programs to meet special needs for educational personnel as they arise and develop and test solutions for those needs.

"The Executive Director's Testimony before the House Education and Labor Committee." YOUNG CHILDREN 25(1970):236-46

Dr. Milton Akers, executive director of the National Association for the Education of Young Children, was invited to define priorities as he perceived them in the field of early childhood education before the special subcommittee hearings on H.R. 13520, "Comprehensive Preschool Education and Day Care Act of 1969."

FACTS ABOUT DAY CARE. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards, Women's Bureau, 1969. 9 pp.

In this publication, the total day care situation is summarized. Included are descriptions of the programs resulting from each piece of legislation enacted in the last several years. The Federal Panel on Early Childhood and the place of the 4-C program are discussed.

FEDERAL FUNDS FOR DAY CARE PROJECTS. Washington, D.C.: U.S. Department of Labor, 1969. 73 pp.

The separate programs related to day care in each federal department are listed, with brief discussions of the authorizing legislation, eligibility requirements, funds available, and review procedures.

FEDERAL PROGRAMS FOR YOUNG CHILDREN. Washington, D.C.: Appalachian Regional Commission, 1970. 464 pp.

"This manual was conceived as an instrument to aid individuals, communities, civic groups, and states that are concerned with the problems of young children to locate those federal programs which deal with their specific needs."

FROM A BLACK PERSPECTIVE: COMMUNITY COORDINATED CHILD CARE (4-C) PROGRAMMING. Washington, D.C.: Black Child Development Institute, 1971. 11 pp. 1.00

This position paper presents a black point of view on child care and offers guidelines for black people to evaluate and act upon in influencing child development programs and legislation that affect their community.

FROM A BLACK PERSPECTIVE: OPTIMUM CONDITIONS FOR MINORITY INVOLVEMENT IN QUALITY CHILD DEVELOPMENT PROGRAMMING. Washington, D.C.: Black Child Development Institute, 1971. 23 pp. 1.00

"It is the purpose of this document to establish a framework for evaluating child development/day care legislation which has either been introduced or may yet be developed in 1970 as the result of compromises and amendments."

Gordon, Ira J. PARENT INVOLVEMENT IN COMPENSATORY EDUCATION. Urbana: University of Illinois Press, 1968. 87 pp. 2.50

The first chapter of this book presents a background of current thinking about the effects of the family on the intellectual and personal development of the child, the effects of culture upon the family's way of life, and thus on the child. The second chapter describes university-based programs from which

some research data are available. The third chapter presents some of the programs and research findings which have their origins in legislation. In the final chapter, the writer gives a status report of how the field looks to him and presents some suggestions and guidelines concerning where it needs to go.

GUIDELINES: SPECIAL PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN. ELEMENTARY AND SECONDARY EDUCATION ACT OF 1967/TITLE I. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1965. 40 pp. .35

These guidelines were published for state and local education agencies soon after Title I funds were made available by Congress so that quality programs for the school year and summer months could be initiated. They cover administration, finance, project design, and evaluation.

Handler, Joel F., and Hollingsworth, Ellen Jane. WORK AND THE AFDC PROGRAM. Madison: University of Wisconsin, Institute for Research on Poverty, 1969. 62 pp. Free

"This paper begins with a review of employment policies for AFDC recipients and a detailed analysis of the legal and administrative structure of the Work Incentive Program and its operation in Wisconsin. State and local practices are then examined. Finally, the work requirements of President Nixon's Family Assistance Plan of 1969 are examined . . ."

Junkin, William J., Jr., and Fraser, Patricia F. LOUISIANA'S CHILDREN OF THE FIELDS. Baton Rouge: Louisiana State Department of Education, 1969. 16 pp. ERIC, .90

A survey of migrant farmers and their families was conducted in the summer of 1968 in an effort to determine the number and location of migrant children and to take steps to improve their educational opportunities through the migrant amendments to the Elementary and Secondary Education Act.

Milich, Cynthia; Prescott, Elizabeth; and Jones, Elizabeth. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAMS. PART I: GROUP DAY CARE, A STUDY IN DIVERSITY. Pasadena, California: Pacific Oaks College, 1969. 145 pp. ERIC, 7.35

How does a community get group day care? Once it is obtained, how can the community regulate its quality? To answer these questions, the report examines most aspects of every possible kind of group day care projects, ranging from local church projects to federally funded programs. Bibliography.

NEW GENERATION, Winter, 1970. .75

The theme of this issue is "The Workfare State." In answer to Nixon's plan to transform welfare into "workfare," the writers point out that such plans fail to challenge the control factors of the economy that keep the poor on welfare, the employed in poverty, and that utilize unemployment as an anti-inflationary device.

"Nixon Accepts Ribicoff Plan on Family Assistance." CONGRESSIONAL QUARTERLY 28(1970):2174-75

Reported here are the Senate hearings on Administration Welfare Reform Bill (H.R. 16311), the Family Assistance Plan, and Nixon's acceptance of a compromise proposal to test the program in selected areas for a year before putting it into operation nationwide.

THE NIXON ADMINISTRATION WELFARE PROPOSAL: A FACTUAL ANALYSIS OF THE "FAMILY ASSISTANCE ACT OF 1969." New York: National Study Service, 1970. 65 pp. 3.00

This report presents an analysis of House Resolution 14173 and Senate Bill 2986, the identical bills introduced in the two Houses of Congress to implement the Nixon Administration's Welfare Program.

PACESETTERS IN INNOVATION: CUMULATIVE ISSUE OF ALL PROJECTS IN OPERATION AS OF FEBRUARY 1969. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 584 pp. 5.00

This is a cumulative volume of all ESEA Title III projects in operation as of February 1969. It is divided into four sections: subject index, local educational agency index, project number index, and project resumes.

POVERTY STUDIES IN THE SIXTIES: A SELECTED, ANNOTATED BIBLIOGRAPHY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social Security Administration, Office of Research and Statistics, 1970. 126 pp. .60

This bibliography cites literature on poverty published between 1960 and 1969. The divisions are "General Background"; "The Concept of Poverty"; "Some Significant Aspects of Poverty"; "Health and Poverty"; "Poverty and the Law"; "Reduction of Selected Deprivations"; "Federal and Related Anti-poverty Programs"; and "Alternative or Supplementary Programs."

PRESCHOOL BREAKTHROUGH: WHAT WORKS IN EARLY CHILDHOOD EDUCATION.
Washington, D.C.: National School Public Relations Association,
1970. 48 pp. 4.00

"This report is designed to help school personnel to prepare for the mass of preschoolers headed their way." It reviews the philosophies and controversies of early childhood education, offers a guide to the federal apparatus in relation to child-care legislation, comments on the ferment in state and local communities over control of programs, and gives detailed descriptions of programs which have been found to be effective with young children.

PROCEEDINGS OF THE CONFERENCE ON INDUSTRY AND DAY CARE. Chicago:
Urban Research Corporation, 1970. 88 pp. 15.00

One-hundred-and-seventy-five industry representatives, early childhood specialists, community agency representatives, and day care operators and franchisers conferred. Topics included major issues in day care, models of industry-related day care, consumers, costs and funding, federal legislation for day care, models of the mind (innovative alternatives in day care arrangements), and industrial day care's roots in America. Appendices include workshop summaries, comparative analysis of legislation, standards and costs, and a list of participants.

PROFILES IN QUALITY EDUCATION: 150 OUTSTANDING TITLE I ESEA PROJECTS.
Washington, D.C.: U.S. Department of Health, Education, and Welfare,
Office of Education, 1968. 123 pp. 1.25

The 150 Title I projects described in this report include a variety of instructional areas and pupil services such as work-study programs, health services, remedial programs, courses in English as a second language, college preparatory classes, and teacher training programs.

Reissman, Frank. A STATEMENT REGARDING THE COMPREHENSIVE PRESCHOOL EDUCATION AND CHILD DAY CARE ACT OF 1969, AND OTHER RELATED BILLS. New York: New York University, New Careers Development Center, 1970. 4 pp. ERIC, .30

This paper supports the proposed legislation, but makes three recommendations: that the bill assure local autonomy for the program, include additional language mandating career development as an integral part of the staffing of all programs, and encourage the involvement of local youth to serve the children in the programs.

Schlenker, Robert E.; Fine, Ronald E.; and Appel, Gary L. AFDC EMPLOYMENT INCENTIVES: ECONOMIC IMPLICATIONS OF THE NEW INCOME DISREGARD PROVISIONS AND THE PROPOSED NIXON REFORMS. Lansing: State of Michigan Department of Social Services, 1970. 28 pp. Free

The first two sections of this paper consider the implications of the current income disregard formula for present and potential clients. The third deals with the total costs of the present income disregard program to the taxpayer and the fourth considers AFDC employment and the income disregard from the point of view of society as a whole.

Simon, Alvin. YOUTH FACILITIES IMPROVEMENT ACT, YOUTH FACILITIES PROJECT GUARANTEE FUND AND THE GOVERNOR'S EXECUTIVE ORDER #32. New York: Day Care Council of New York, 1969. 3 pp. Free

This memorandum from a community consultant is directed to groups interested in establishing or expanding day care centers in New York City. The writer explains a recently enacted law allowing for the expansion of day care facilities -- the Youth Facilities Improvement Act.

TRAINING AND USE OF SUBPROFESSIONALS AND VOLUNTEERS. New York: National Study Service, 1970. 25 pp. 1.50

This report contains an analysis of some of the experiences of states in the first months of carrying out the requirements of the 1967 amendments to the Social Security Act that the states use subprofessional staff and volunteers in specified health and welfare programs for needy individuals and families. The classifications for subprofessionals, the development of basic materials and the numbers of and supervision of volunteers are presented on a state by state basis. Tables are included.

U.S., Congress. HANDICAPPED CHILDREN'S EARLY EDUCATION ASSISTANCE ACT, PUBLIC LAW 90-538. 90th Cong., 1st sess., 30 September 1968. .05

This act authorizes preschool and early education programs for handicapped children which show promise of promoting a comprehensive and strengthened approach to the special problems of such children.

U.S. Congress, House, Committee on Education and Labor. HEARINGS BEFORE THE SELECT SUBCOMMITTEE ON EDUCATION ON H. R. 10572. 90th Cong., 2nd sess., February and June 1968

Hearings on the bill introduced by Mrs. Mink and others to provide federal assistance to improve the educational services in public and private nonprofit child day care centers.

U.S. Congress, House. H. R. 657. 91st Cong., 1st sess., 3 January 1969.
8 pp.

Congressman Ryan introduced this bill to provide federal assistance to improve the educational services in public and private nonprofit child day care centers.

U.S. Congress, House. H. R. 8850. 91st Cong., 1st sess., 12 March 1969. 8 pp.

Congressman Diggs introduced this bill to provide federal assistance to improve the educational services in public and private nonprofit child day care centers.

U.S. Congress, House. H. R. 12116. 91st Cong., 1st sess., 12 June 1969. 5 pp.

This bill was introduced by Congressmen St. Germain and Tiernan to provide federal assistance for the acquisition, renovation, or construction of day care centers.

U.S. Congress, House. H. R. 13520. 91st Cong., 1st sess., 13 August 1969. 20 pp.

Congressman Brademas and others introduced this bill to provide comprehensive preschool education programs through the Department of Health, Education, and Welfare.

U.S. Congress, House. H. R. 15212. 91st. Cong., 1st sess., 11 December 1969. 20 pp.

Congressman Jacobs introduced this bill to provide comprehensive preschool education programs through the Department of Health, Education, and Welfare.

U.S. Congress, House. H. R. 15433. 91st Cong., 1st sess., 23 December 1969. 5 pp.

Congressman Tunney introduced this bill to provide early educational opportunities for all preschool children, and to encourage and assist in the formation of local preschool districts by residents of urban and rural areas.

U.S. Congress, House. H. R. 16265. 91st Cong., 2nd sess., 3 March 1970. 46 pp.

Congressman Ford and others introduced this bill to provide a consolidated, comprehensive child development program in the Department of Health, Education, and Welfare.

U.S. Congress, House. H. R. 17725. 91st Cong., 2nd sess., 20 May 1970
2 pp.

Congressman Farbstein introduced this bill to provide that all federally assisted day care programs should provide, as a part of such program, nutritional meals and preventive, diagnostic, and emergency medical care.

U.S. Congress, House. H. R. 19362. 91st Cong., 2nd sess., 21 September 1970. 46 pp.

Congressman Brademas and others introduced this bill to provide a comprehensive child development program through the Department of Health, Education, and Welfare. This is a revision of H. R. 13520.

U.S. Congress, House. H. R. 1. 92nd Cong., 1st sess., 22 January 1971. 235 pp.

Senators Mills and Byrnes introduced this bill -- the President's Family Assistance Plan -- to amend the Social Security Act.

U.S. Congress, House, Select Subcommittee of Education of the Committee on Education and Labor. HEARINGS ON H. R. 13520, A BILL TO PROVIDE COMPREHENSIVE PRESCHOOL EDUCATION AND CHILD DAY-CARE PROGRAMS IN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. 91st Cong., 1st and 2nd sess., 1969 and 1970. 1071 pp.

The purpose of this Act is to provide comprehensive educational programs which will assist children of preschool age to attain their full potential. These lengthy hearings included testimony from people all over the country who are concerned with child care: professionals, businessmen, parents, and others.

U.S. Congress, Senate. INTRODUCTION OF THE HEAD START CHILD DEVELOPMENT ACT OF 1969. 91st Cong., 1st sess., 5 May 1969. 9 pp.

Senator Mondale introduced the bill to initiate the Head Start program "to help impoverished children reach their full potential."

U.S. Congress, Senate. S. 1574. 91st Cong., 1st sess., 17 March 1969. 3 pp.

Senator Hart introduced this bill to authorize a program of demonstration projects in preschool education.

U.S. Congress, Senate. S. 2060. 91st Cong., 1st sess., 5 May 1969. 12 pp.

Senator Mondale and others introduced this bill to provide for an expanded Head Start child development program within the Office of Economic Opportunity.

U.S. Congress, Senate. S. 3880. 91st Cong., 2nd sess., 26 May 1970.
2 pp.

Senator Brooke introduced this bill to amend the National Defense Education Act of 1958 to provide loan forgiveness for service in Head Start programs, the Peace Corps, and for certain other service.

U.S. Congress, Senate. S. 2344. 91st Cong., 1st sess., 9 June 1969.
2 pp.

Senator Brooke introduced this bill to amend Title II of the National Defense Education Act of 1958 in order to authorize cancellation of loans for teaching in Project Head Start programs.

U.S. Congress, Senate. S. 4101. 91st Cong., 2nd sess., 20 July 1970.
32 pp.

Senator Long introduced this bill to add a new Title XX to the Social Security Act to establish a Federal Child Care Corporation which will have the responsibility and authority to meet the nation's needs for adequate child care services.

U.S. Congress, Senate. S. 4577. 91st Cong., 2nd sess., 10 December 1970. 59 pp.

Senator Javits introduced this bill to provide for a comprehensive program of community-based and coordinated child development programs.

U.S. Congress, Senate. S. 706. 92nd Cong., 1st sess., 10 February 1971. 60 pp.

Senator Javits introduced this bill to provide for a comprehensive program of community-based and coordinated child development programs.

U.S. Congress, Senate. S. 1512. 92nd Cong., 1st sess., 5 April 1971.
53 pp.

Senator Mondale introduced this bill to amend the Economic Opportunity Act of 1964 to provide for a comprehensive child development program in the Department of Health, Education, and Welfare.

8. SPECIAL ISSUES

The subjects contained in this section of the bibliography are those that do not logically belong in the other categories. These subjects include day care as it touches on special populations -- e.g., ethnic minorities, one-parent families, and migrants -- parent participation, community organization, and grouping.

A. SPECIAL POPULATIONS

Barnes, Regina. A SELECTED ERIC BIBLIOGRAPHY ON TEACHING ETHNIC MINORITY GROUP CHILDREN IN THE UNITED STATES OF AMERICA. New York: Columbia University, 1969. 26 pp. ERIC, 1.40

"This annotated bibliography was designed to acquaint educators with ERIC documents which provide information on teaching minority group children. It is divided into five sections: the first contains studies of the problems of educating minority groups in general, and the other four deal separately with teaching American Indians, Mexican-American, Negro, and Puerto Rican children."

Bass, Willard P. AN ANALYSIS OF ACADEMIC ACHIEVEMENT OF INDIAN HIGH SCHOOL STUDENTS IN FEDERAL AND PUBLIC SCHOOLS: A PROGRESS REPORT. Albuquerque: Southwestern Cooperative Educational Laboratory, 1969. 30 pp. ERIC, 1.85

"A longitudinal study covering the 1967-68 school year, the second year of a four-year study, compared the academic achievement of Indian high school students according to types of schools, geographical areas, grade levels, and sexes."

Brazier, Arthur M. BLACK SELF-DETERMINATION: THE STORY OF THE WOODLAWN ORGANIZATION. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1969. 148 pp.

The Woodlawn Organization in Chicago is an example of how black people acquired power through organization and brought that power to bear on the problems of the black ghetto.

Brophy, Jere Edward. MOTHERS AS TEACHERS OF THEIR OWN PRESCHOOL CHILDREN: THE INFLUENCE OF SOCIO-ECONOMIC STATUS AND TASK STRUCTURE ON TEACHING SPECIFICITY. Austin: University of Texas, 1969. 26 pp. ERIC, 1.40

This study investigated the degree of verbal specificity of 137 black mother-child pairs who ranged in socio-economic status from middle class to lower class. It was found that the degree of informational specificity in the mothers' communications varied both with social status and with the task that the mother was teaching her child.

Coleman, James S. THE EVALUATION OF EQUALITY OF EDUCATIONAL OPPORTUNITY. Baltimore: Johns Hopkins University, 1968. 41 pp. ERIC, 2.15

The author of the 1966 report EQUALITY OF EDUCATIONAL OPPORTUNITY discusses some of the criticisms of the study and defends it as a major step in the development of policy-related social research.

Coleman, James S.; Campbell, Ernest Q.; Hobson, Carol J.; McPartland, James; Mood, Alexander M.; Weinfeld, Frederic D.; and York, Robert L. EQUALITY OF EDUCATIONAL OPPORTUNITY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1966. 1285 pp. 7.25

This survey addresses four major questions. The first is the extent to which racial and ethnic groups are segregated in public schools. The second is whether the schools offer equal educational opportunities in terms of a number of criteria which are regarded as good indicators of educational quality. The third question is addressed to how much the students learn, as measured by their performance on standardized achievement tests. Fourth, the attempt to discern possible relationships between student achievement, on the one hand, and the kinds of schools they attend on the other.

Denmark, Florence L.; Guttentag, Marcia; and Riley, Robert. COMMUNICATION PATTERNS IN INTEGRATED CLASSROOMS AND PRE-INTEGRATION SUBJECT VARIABLES AS THEY AFFECT THE ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF PREVIOUSLY SEGREGATED CHILDREN. New York: Hunter College of the City University of New York, 1967. 55 pp. ERIC, 2.28

This research project was conducted to determine the effects of one year of school integration on 87 lower-class Negro elementary school students in a suburban New York community.

Deutsch, Martin. "Happenings on the Way Back to the Forum: Social Science, IQ, and Race Differences Revisited." HARVARD EDUCATIONAL REVIEW 39(1969):523-57

Deutsch reviews the literature on compensatory education and makes a reply and rebuttal to Arthur Jensen's article on probable genetic differences in intelligence between blacks and whites.

Deutsch, Martin. "Social Influences in Negro-White Intelligence Differences." JOURNAL OF SOCIAL ISSUES 20(1964):24-35

"This paper reports on some aspects of experience that influence the development of intellectual functions in children. It has been one of our purposes to break down the attributes of social experience along what might be called social-environmental and developmental dimensions."

Deutsch, Martin; Fishman, Joshua A.; Kagan, Lawrence A.; North, Robert; and Whiteman, Martin. "Guidelines for Testing Minority Group Children." JOURNAL OF SOCIAL ISSUES SUPPLEMENT 20(1964):129-45

These guidelines were developed to specify what must be kept in mind when educational and psychological tests are used with minority-group children.

Deutsch, Martin; Katz, Irwin; and Jensen, Arthur R., eds. SOCIAL CLASS, RACE, AND PSYCHOLOGICAL DEVELOPMENT. New York: Holt, Rinehart, and Winston, 1968. 423 pp. 8.50

This book aims to provide a useful assessment of what is known and what still needs to be known -- from the standpoint of providing equal educational opportunities -- about biological, psychological, and social factors governing the achievement of students from different types of home background.

Edington, Everett D., and Tamblyn, Lewis. RESEARCH ABSTRACTS IN RURAL EDUCATION: RURAL, SMALL SCHOOLS, INDIAN EDUCATION, MIGRANT EDUCATION, MEXICAN AMERICAN EDUCATION, OUTDOOR EDUCATION. Washington, D.C.: National Education Association, 1969. 70 pp. 2.00

This publication was compiled to acquaint rural educators with some of the latest research and development findings in this field. Abstracts are from RESEARCH IN EDUCATION, ERIC's monthly journal of educational abstracts.

EDUCATION ON THE MOVE. PART II: A REPORT OF A 1961 DEMONSTRATION SUMMER SCHOOL FOR MIGRANT CHILDREN IN MONITOWOC COUNTY, WISCONSIN. Madison, Wisconsin: Governor's Commission on Human Rights, 1962. 28 pp. 1.60

"In the summer of 1961 migrant children took part in an experimental education program held in Manitowoc County, Wisconsin. The unique factor in this program was the utilization of school children as catalytic agents in the classrooms."

Erikson, Erik H. "The Concept of Identity in Race Relations: Notes and Queries." DAEDALUS 95(1966):145-71

Erikson has seen the concept of identity become central in the Negro revolution in the U.S. and other countries. It has come to represent something in the psychological core of the revolution of the colored races and nations who seek inner, as well as outer, emancipation from colonial rule and from the remnants of colonial patterns of thought. Here, he has explained some of the dimensions of the concept and related them to "approximate" illustrations from race-relations.

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: ENVIRONMENTAL INFLUENCES IN THE EARLY EDUCATION OF MIGRANT AND DISADVANTAGED STUDENTS. Arlington, Virginia: Council for Exceptional Children, 1969. 85 pp. ERIC, 4.35

Topics included are: individual variation among preschoolers in a cognitive intervention program in low-income families; programmatic research on young disadvantaged children; an ameliorative intervention program for young disadvantaged children; disadvantaged migrant student and remediation through vocational education; remediation and practical approaches to learning disabilities of migrant children; environmental criteria: MR day care facilities (preschool).

FEDERAL PROGRAMS FOR YOUNG CHILDREN. Washington, D.C.: Appalachian Regional Commission, 1970. 464 pp.

"This manual was conceived as an instrument to aid individuals, communities, civic groups, and states that are concerned with the problems of young children to locate those federal programs which deal with their specific needs."

Fiedler, Fred E., and Triandis, Harry C. COMMUNICATION, COOPERATION, AND NEGOTIATION IN CULTURALLY HETEROGENEOUS GROUPS. Urbana: University of Illinois, 1969. 29 pp. 3.00

This research program has sought to identify concepts and behaviors which affect intercultural relations, develop principles and methods for programmed self-instruction in culture training, and conduct laboratory and field studies to evaluate the effectiveness of these programs under different leadership and organizational structures.

FROM A BLACK PERSPECTIVE: COMMUNITY COORDINATED CHILD CARE (4-C) PROGRAMMING. Washington, D.C.: Black Child Development Institute, 1971. 23 pp. 1.00

"It is the purpose of this document to establish a framework for evaluating child development/day care legislation which has either been introduced or may yet be developed in 1970 as the result of compromises and amendments."

Gordon, Edmund W. DISADVANTAGED POPULATIONS. New York: Yeshiva University, 1967. 8 pp. ERIC, .50

This bulletin contains a preface summarizing some of the findings in the extensive literature on disadvantaged populations and a bibliography in three sections: book length treatments of the problem of the disadvantaged, demographic and status studies, and literature on cultural and social patterns.

Gordon, Edmund W., ed. EDUCATION, ETHNICITY, GENETICS AND INTELLIGENCE: JENSENISM -- ANOTHER EXCUSE FOR FAILURE TO EDUCATE. New York: Columbia University, 1969. 18 pp. ERIC, 1.00

This issue is devoted to commentaries on an article by Arthur R. Jensen on the nature-nurture controversy in the HARVARD EDUCATIONAL REVIEW.

Hellmuth, Jerome, ed. DISADVANTAGED CHILD: HEAD START AND EARLY INTERVENTION. Vol. 2. New York: Brunner/Mazel, 1968. 613 pp. 12.50

"This volume includes a variety of papers reflecting the diverse issues and techniques involved in dealing with disadvantaged status and under-development. The articles address themselves to five key issues: (1) the relevance of genetic and environmental theories for educational practice, (2) the function of assessment in education, (3) the relation of health and nutritional status to development and learning, (4) the ecology of language development and reading proficiency, and (5) the problems of evaluating massive innovations in education."

Hernandez, Luis F. A FORGOTTEN AMERICAN: A RESOURCE UNIT FOR TEACHERS ON THE MEXICAN AMERICAN. New York: Anti-Defamation League of B'nai B'rith, 1969. 56 pp. .75

This study guide on the Mexican American covers his background and acculturation, conflict of values, family, and Chicano power. Also included are recommended readings, a bibliography, and a survey and outline of Mexican history.

Holland, Nora. A SELECTED ERIC BIBLIOGRAPHY ON THE EDUCATION OF URBAN AMERICAN INDIAN AND MEXICAN AMERICAN CHILDREN. New York: Columbia University, 1969. 22 pp. ERIC, 1.20

Abstracts of thirty-six documents are contained in this selected bibliography. The two themes noted are the trends stressing concern about assimilation and acculturation and the trend stressing the need for bilingual schooling.

JOURNAL OF SOCIAL ISSUES 26(1970). 160 pp. 2.25

Special edition devoted to historical and current federal policy regarding the poor under the general topic "Professionals and the Poor." Articles include "The Law and the Poor"; "Urban School Politics"; and "Poor People and the Distribution of Job Opportunities."

Junkin, William J., Jr. and Fraser, Patricia F. LOUISIANA'S CHILDREN OF THE FIELDS. Baton Rouge: Louisiana State Department of Education, 1969. 16 pp. ERIC, .90

A survey of migrant farmers and their families was conducted in the summer of 1968 in an effort to determine the number and location of migrant children and to take steps to improve their educational opportunities through the migrant amendments to the Elementary and Secondary Education Act.

Killan, Lewis M. "Community Structure and the Role of the Negro Leader-Agent." SOCIOLOGICAL INQUIRY 35(1965):69-79

Citing the "Negro revolt" as being responsible for bringing about confrontation between Negro and white "subcommunities," the author has described the role of the Negro leader-agent as one in which the Negro is in the dilemma of not being part of the system he challenges, and yet is hard-pressed to establish his legitimacy as leader in a community with little or no formal structure.

Kugel, Robert B., and Parsons, Mabel H. CHILDREN OF DEPRIVATION: CHANGING THE COURSE OF FAMILIAL RETARDATION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1967. 86 pp. .30

This report comes from a five-year project which had two major purposes: to record in detail the growth and development of a group of children with familial mental retardation, and to attempt to alter the unfavorable course of their development by enriching many aspects of their individual lives, homes, schools, and communities.

Luchterhand, Elmer, and Weller, Leonard. "Social Class and the Desegregation Movement: A Study of Parents' Decisions in a Negro Ghetto." SOCIAL PROBLEMS 13(1965):83-88

This study examines social class in the decisions of Negro parents to keep their children in a segregated elementary school or to transfer them. It investigates the relationship of the following factors in the parental decisions: demographic characteristics of the parents, the decision-making process itself, and organizational membership.

McConnell, Beverly. GROUP CARE OF INFANTS IN MIGRANT DAY CARE CENTERS. Paper presented at American Public Health Association Annual Meeting, 28 October 1970. Free

The struggle to provide group day care for infant children of migrants in Washington State finally resulted in OEO funding for large-scale experimentation in group infant care. In describing the project, the author explores these topics: staff-child ratio, requirement of medically trained personnel, health examination before admission, prohibition of giving medication, and benefits of a group care program.

MODEL PROGRAMS CHILDHOOD EDUCATION: BEHAVIOR ANALYSIS MODEL OF A FOLLOW THROUGH PROGRAM, ORAIBI, ARIZONA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 19 pp. .20

The Hopi Tribal Council selected the behavior analysis approach to Follow Through and extended the model to Head Start classes as well. The key concept of this approach is the positive reinforcement of desired behavior as identified in specific learning objectives.

MODEL PROGRAMS CHILDHOOD EDUCATION: BILINGUAL EARLY CHILDHOOD PROGRAM, SAN ANTONIO, TEXAS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 17 pp. .20

The goal of this program is to prepare Mexican-American children from three to five for school with activities which compensate for home environments lacking in early stimulation.

MODEL PROGRAMS CHILDHOOD EDUCATION: COGNITIVELY ORIENTED CURRICULUM, YPSILANTI, MICHIGAN. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 24 pp. .25

Educable mentally retarded three- and four-year-olds from disadvantaged homes are being given a preschool foundation that will enable them to start school in a regular classroom setting.

MODEL PROGRAMS CHILDHOOD EDUCATION: CROSS-CULTURAL FAMILY CENTER, SAN FRANCISCO, CALIFORNIA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 12 pp. .15

Located in an interracial neighborhood, this nursery school represents a wide range of races, economies, and cultures. A multi-cultural curriculum seeks to promote racial understanding and acceptance.

MODEL PROGRAMS CHILDHOOD EDUCATION: MARTIN LUTHER KING FAMILY CENTER, CHICAGO, ILLINOIS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .20

This community-controlled agency offers educational, psychological, and cultural services to the black community.

MODEL PROGRAMS CHILDHOOD EDUCATION: THE MICRO-SOCIAL PRESCHOOL LEARNING SYSTEM, VINELAND, NEW JERSEY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 27 pp. .25

This preschool program emphasizes training in language and behavioral skill development rather than mere day care. One of the assumptions of this learning system is the "Life Simulation Assumption," that is, the classroom is perceived as a simulator for the development of transferable responses to the home, community, and next life state.

MODEL PROGRAMS CHILDHOOD EDUCATION: NRO MIGRANT CHILD DEVELOPMENT CENTERS, PASCO, WASHINGTON. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 16 pp. .20

To help alleviate some of the problems of migrant families, day care centers provide preschool children a warm social environment, nutrition and medical care, and an educational program emphasizing cognitive development.

MODEL PROGRAMS CHILDHOOD EDUCATION: SPRINGFIELD AVENUE COMMUNITY SCHOOL, NEWARK, NEW JERSEY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 14 pp. .20

This program for young children from 18 months through fourth grade includes parent shaping of the curriculum, parent involvement in diagnosis on the basis of tests, and parent administrative activities. The school operates within the framework of the black urban life-style.

MODEL PROGRAMS CHILDHOOD EDUCATION: UNIVERSITY OF HAWAII PRESCHOOL LANGUAGE CURRICULUM, HONOLULU, HAWAII. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 20 pp. .20

To attack the language problem of a multi-ethnic population, a structured language-oriented course accompanied by a parent education program was developed at the University of Hawaii.

Montagu, Ashley. WHAT WE KNOW ABOUT "RACE." New York: Anti-Defamation League of B'nai B'rith, 1958. 38 pp. .50

This presentation of scientific knowledge about the races of mankind is definitive. Bibliography.

NEGRO WOMEN . . . IN THE POPULATION AND IN THE LABOR FORCE. Washington, D.C.: U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1967. 41 pp. .30

The statistics and charts in this booklet are about the Negro population and education; Negro women, their families, incomes, occupations, child care arrangements, wages, etc.

THE NEW YORK STATE ANNUAL EVALUATION REPORT FOR 1967-68 FISCAL YEAR: PROGRAMS FOR CHILDREN OF MIGRATORY WORKERS. Albany: New York State Education Department, 1968. 21 pp. Free

"Programs funded under Public Law 89-750 of Title I, ESEA for children of migratory workers were held in 37 school districts in New York State in fiscal year 1968. The emphases of the programs were to provide services to improve basic skills such as reading, math, language arts, and speech, to improve behavior, social attitudes, and self-image, and to increase experiential background."

Pettigrew, Thomas F. NEGRO AMERICAN INTELLIGENCE. New York: Anti-Defamation League of B'nai B'rith, 1964. 46 pp. (Reprinted from A PROFILE OF THE NEGRO AMERICAN. Princeton: D. Van Nostrand, 1964)

This pamphlet presents a many-sided, social-psychological view of the Negro American -- his personality, mental and physical health, crime rate, and his current protest. It is documented with references to 565 books, articles, and studies.

Phillion, William L. E., and Galloway, Charles G. "Indian Children and the Reading Program." JOURNAL OF READING 12(1969): 553-60

A language arts program especially for Indian children was based on teachers' observations of language patterns of Indian children and analysis of responses made to diagnostic test items.

Plant, Walter T., and Southern, Mara L. EFFECTS OF PRESCHOOL STIMULATION UPON SUBSEQUENT SCHOOL PERFORMANCE AMONG THE CULTURALLY DISADVANTAGED. San Jose, California: San Jose State College, 1970. 55 pp.

A highly structured preschool program for very young disadvantaged Mexican American children was run for two summers before school age was reached. Evaluations of the participants' school performance were made through kindergarten, first, and second grades.

Poliakoff, Lorraine, comp. ETHNIC GROUPS: NEGROES, SPANISH SPEAKING, AMERICAN INDIANS, AND ESKIMOS. PART 4 OF A BIBLIOGRAPHIC SERIES ON MEETING SPECIAL EDUCATIONAL NEEDS. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. 29 pp. ERIC, 1.55

This is the fourth part of a five-part bibliography focusing on the kinds of preparation programs which enable school personnel to serve the special educational needs of all people. The bibliography is divided into sections by ethnic group and broken down further by document type: bibliographies, manuals, programs, research, reviews, and others.

Rugh, Patricia A. LEARNING PROBLEMS OF THE MIGRANT CHILD. Lewisburg, Pennsylvania: Bucknell University, 1967. 15 pp. ERIC, .85

This is an annotated bibliography of materials directly relevant to the migrant laborer's economic position and educational problems.

St. John, Nancy H. MINORITY GROUP PERFORMANCE UNDER VARIOUS CONDITIONS OF SCHOOL, ETHNIC AND ECONOMIC INTEGRATION. New York: Yeshiva University, 1968. 8 pp. ERIC, .50

This paper reviews the research on the relation of school ethnic and social class composition to the academic performance of Negro children and contains a bibliography of 151 items.

Saunders, Jack O. L. THE BLUEPRINT POTENTIALS OF THE COOPERATIVE TEACHER EDUCATION PREPARATION UTILIZING THE TALENTED MEXICAN AMERICAN. Las Cruces: New Mexico State University, 1969. 17 pp. .95

This program provides students with work and study experience as well as financial aid. Over half of the students in this cooperative program have been of Mexican American extraction.

SELECTED REFERENCES ON MIGRANT CHILDREN'S EDUCATION. New York: National Committee on the Education of Migrant Children, n.d. 2 pp. Free

This is a brief, annotated bibliography on migrant workers, their children, and the problems of educating children who "move with the crops."

Sheridan, Marion L. "Family Day Care: for Children of Migrant Farmworkers." CHILDREN 14(1967):13-18

A pilot project begun in 1965 in Pennsylvania has several objectives: to find a way of caring for the young children of migrant farmworkers that will be helpful to them and acceptable to their parents; to determine the problems involved in giving such care; to interest state and local child welfare agencies in providing such care; and to compare this type of care with the group care provided for the older children.

Smith, M. Brewster, and Piliavin, Jane Allyn. THE SCHOOLS AND PREJUDICE: FINDINGS. New York: Anti-Defamation League of B'nai B'rith, 1969. 24 pp. .35 (Reprinted from Glock, Charles Y., and Siegelman, Ellen, eds. PREJUDICE U.S.A. New York: Frederick A. Praeger, 1969. 5.95)

This study is of prejudice patterns that exist among students in junior and senior high schools.

Stedman, James M., and McKenzie, Richard E. FAMILY FACTORS RELATED TO COMPETENCE IN YOUNG, DISADVANTAGED MEXICAN-AMERICAN CHILDREN. Austin: University of Texas, 1969. 24 pp. ERIC, 1.30

The factors of child competence on which this study of disadvantaged Mexican-American children focused were behavioral adjustment and linguistic ability.

Stoll, Clarice S., and McPartland, James. INFERIORITY, EFFICACY, AND RACE. Baltimore, Maryland: Johns Hopkins University, 1969. 26 pp. ERIC, 1.40

"Racial, sex, and family background differences of 9th and 12th-grade students in feelings of individual control over environment were analyzed from the data of the Coleman Report."

A SUMMARY OF THE OFFICE OF ECONOMIC OPPORTUNITY PROGRAMS FOR MIGRANT AND SEASONAL FARM WORKERS. Washington, D.C.: Educational Projects, 1967. 98 pp.

The Office of Economic Opportunity has approved grants for farm worker anti-poverty programs in 35 states. This publication summarizes these programs funded through 15 February 1967. Various day care programs are included.

Swanson, Patricia. HEALTH CARE AND EDUCATION: A GUIDE FOR THE MIGRANT SCHOOL NURSE. St. Paul, Minnesota: Migrants, Incorporated, 1969. 74 pp.

Suggestions are made for organizing and carrying out the health program of Migrants, Incorporated.

TUTORIAL AND ENRICHMENT PROGRAM, 1968-69. Pompano Beach, Florida: Markham Elementary School, 1969. 4 pp. ERIC, .30

Markham Elementary School proposes a program utilizing its facilities for after-school activities for the children of migrant workers unable to be at home when the children are normally released from school. The purpose is to bring about a significant improvement in pupil attitude toward school and an improvement in achievement in academic and other areas of development.

Weinberg, Meyer, comp. THE EDUCATION OF THE MINORITY CHILD: A COMPREHENSIVE BIBLIOGRAPHY OF 10,000 SELECTED ENTRIES. Chicago: Integrated Education Associates, 1970. 530 pp. 11.30

The central emphasis of this bibliography is on the black child; less stress is placed on Mexican American, Puerto Rican, and Indian American Children; and some attention is given to children from Oriental, poor white, Jewish, and European immigrant backgrounds. Although the time-spans for black and Indian American children go back to the colonial period of American history, the bulk of the book reflects the literature of the past 70 years.

Wertham, Fredric. "Psychological Effects of School Segregation." AMERICAN JOURNAL OF PSYCHOTHERAPY 6(1952):94-103

Two lawsuits were brought by a group of children, represented by their parents, against the state of Delaware to contest the statute excluding Negro children from the ordinary primary and secondary schools. For the first time in such a case, clinical psychiatric testimony was presented on the question of whether school segregation is injurious to the mental health of children and whether it constitutes a public health problem.

Williams, Catherine M., and Burnett, Collin W. THE TEEN TUTOR AND LEARNING. Columbus: Ohio State University, 1969. 117 pp. ERIC, 6.35

"This document describes a cooperative tutorial program designed to break the cycle of educational disadvantage in urban areas."

Wilson, Alan B. THE CONSEQUENCES OF SEGREGATION: ACADEMIC ACHIEVEMENT IN A NORTHERN COMMUNITY. Berkeley: University of California, 1969. 99 pp. ERIC, 5.05

This report discusses neighborhoods and schools, primary school variation in cognitive development, father absence and school achievement, neighborhood and school segregation, later effects of school segregation, self-concept, aspirations, and behavioral deviance.

Wilson, Herbert B. EVALUATION OF THE INFLUENCE OF EDUCATIONAL PROGRAMS ON MEXICAN-AMERICANS. Las Cruces: New Mexico State University, 1968. 25 pp. ERIC, 1.08

Some of the problems connected with the evaluation of the influence of educational programs on Mexican-Americans are explored in this paper.

B. PARENT PARTICIPATION

Adair, Thelma. PARENTS AND THE DAY CARE CENTER. New York: Federation of Protestant Welfare Agencies, 1969. 36 pp. ERIC, 1.50

Suggestions are made on how to initiate parent participation, how to keep it going, and how to expand. It is recognized that adaptations to the uniqueness of each center will need to be made.

Barbrack, Christopher R., and Horton, Della M. "Educational Intervention in the Home and Paraprofessional Career Development: A First Generation Mother Study." DARCEE PAPERS AND REPORTS, vol. 4, no. 3. Mimeographed. Nashville: George Peabody College for Teachers, 1970. 34 pp.

In 1966 DARCEE initiated a research project to investigate the "vertical diffusion" phenomenon; that is, the spread of treatment effects from target children to their younger siblings. In this follow-up study, mothers were selected and trained to serve as home visitors for a new group of target families. The purpose was two-fold: first, to build and use mothers' skills which were established in the earlier study, and, second, to begin to explore the feasibility of and to construct a "career ladder" for persons interested in early education.

Black, Jonathan. "Oasis in East Harlem." SATURDAY REVIEW, 20 February 1971, p. 52

This article describes the East Harlem Block School Day Care Center, which is part of the East Harlem Block Schools, a cluster of schools run and controlled entirely by parents. The clash between such parent-run programs and the "day-care establishment" is discussed. Some encouragement is found in Mayor Lindsay's task force report which recommended, among other things, "strong parent involvement in all early-childhood centers."

THE CHILDREN ARE WAITING: THE REPORT OF THE EARLY CHILDHOOD DEVELOPMENT TASK FORCE. New York: Human Resources Administration, 1970. 83 pp. Free

This task force was formed to examine and assess early childhood services in New York City, as well as to recommend changes in the quantity and quality of the programs. The major recommendations contemplated almost total change in administration and

procedure with a new Department of Early Childhood Services to absorb many of the existing and overlapping agencies and procedures. Appendices.

CHILDREN AT THE CROSSROAD. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1970. 48 pp. .65

A report on state programs for the education of migrant children under Title I of the Elementary and Secondary Education Act.

Cunningham, Luvern L., and Nystrand, Raphael O. CITIZEN PARTICIPATION IN SCHOOL AFFAIRS: A REPORT TO THE URBAN COALITION. Washington, D.C.: Urban Coalition, 1969. 131 pp. ERIC, 6.65

"This research assesses new arrangements for citizen participation in urban school affairs within the thirteen cities studied."

DAY CARE. Washington, D.C.: National Council of Catholic Women, n.d. Unpaged. 2.14

Articles reprinted in this collection cover general aspects of day care, day care for school-age children, and parent and community issues. A short bibliography is included.

DAY CARE COST WORKSHOP. Minneapolis, Minnesota: Institute for Interdisciplinary Studies, Day Care Policy Studies Group, 1971. 418 pp.

The main purpose of this workshop was to look at the costs in day care. Other topics discussed were alternative delivery systems, facilities, parent participation, and after-school care.

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: PARENT PARTICIPATION IN EARLY CHILDHOOD EDUCATION. Arlington, Virginia: Council for Exceptional Children, 1970. 121 pp. ERIC, 6.15

These eight papers cover the following areas: dimensions of family involvement in early childhood education; the relationship of the parent, child, and professional staff; parent reactions to the identification of handicaps and their involvement in early education; parent participation in a program of behavior modification for physically handicapped children; the use of parent meetings and parent educators who visit homes to assist parents in helping children to learn; a program for training mothers to instruct their infants at home; a sociological perspective on counseling parents of handicapped

children; and early diagnosis of deafness and parent counseling.

EXEMPLARY AND INNOVATIVE PRESCHOOL CHILD DEVELOPMENT DEMONSTRATION CENTERS, 1966-1969. Kalamazoo, Michigan: School District of the City of Kalamazoo, 1969. 75 pp. ERIC, 3.85

This report of the first three years of a preschool project in Kalamazoo cites two program aims: to maximize the potential of each preschool child and to involve parents and community agencies in the project. The report also describes the objectives of the program and the areas in which objectives are being met.

"Five Projects Listed for Harlem Area; To Cost \$4 Million." NEW YORK TIMES, 20 January 1969, p. 39.

A \$1.5 million day-care center program, staffed by community residents, to take care of three-month- to six-year-old children of working parents was one of the Model Cities projects listed for the Harlem area.

Foster, Florence P. PLANNING PARENT-IMPLEMENTED PROGRAMS: A GUIDE FOR PARENTS, SCHOOLS AND COMMUNITIES. Trenton: State of New Jersey, Department of Education, 1969. 53 pp. ERIC, 2.75

"This booklet is the product of a small but diverse group of parents and professionals who came together to try to alleviate the problems posed by the escalating struggle for power in the schools."

Freis, Ruth; Miller, Miriam; Platt, Bess; and Warren, Courine. "A Nonsegregated Approach to Head Start." YOUNG CHILDREN 24(1969): 292-96

Children from low-income homes in which there was a language barrier were placed in private nursery schools through scholarship funds. Their parents were encouraged to take part in the preschool planning and were paid for working as aides. This program established a way of finding and sharing solutions to problems in educating young children by middle-class and low-income groups.

Friedlander, William. CLIENT INVOLVEMENT IN THE PUBLIC WELFARE SYSTEM: COMMUNICATION AND PARTICIPATION. Chicago: American Public Welfare Association, Technical Assistance Project, 1967. 27 pp.

The writer strongly advocates client involvement in the public welfare system and describes several means of communicating with and involving clients, including written communications,

use of community workers, establishment of client advisory committees, and encouragement of clients to join political and social action groups.

Gewirtz, Marvin H. A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS: PARENTAL INVOLVEMENT IN READING-IMPROVEMENT PROGRAM (A DECENTRALIZED PROGRAM). New York: Center for Urban Education, 1968. 66 pp. Free

The basic objective of the parental involvement facet of the Early Childhood Program was to involve the parents and the community in meaningful, sustained and significant cooperation in the education of children.

Gordon, Ira J. PARENT INVOLVEMENT IN COMPENSATORY EDUCATION. Urbana: University of Illinois Press, 1968. 87 pp. ERIC, 2.50

The first chapter of this book presents a background of current thinking about the effects of the family on the intellectual and personal development of the child, the effects of culture upon the family's way of life, and thus on the child. The second chapter describes university-based programs from which some research data are available. The third chapter presents some of the programs and research findings which have their origins in legislation. In the final chapter, the writer gives a status report of how the field looks to him and presents some suggestions and guidelines concerning where it needs to go.

Grotberg, Edith H. REVIEW OF RESEARCH 1965 to 1969. Washington, D.C.: Office of Economic Opportunity, Project Head Start, Research and Evaluation Office, 1969. 52 pp. Free

This review of research and demonstration projects includes only those projects supported by the Research and Evaluation Office. The categories are: sub-population characteristics; language, cognitive, intellectual, and achievement behavior, social-emotional behavior and self-concept; demonstration programs; teacher characteristics; parent participation; Head Start and the community; and follow-up.

GUIDELINES TO SUCCESSFUL ADVISORY COUNCIL ORGANIZATION. Tuskegee, Alabama: Tuskegee Institute, 1967. 12 pp. ERIC, .70

Guidelines are suggested for advisory councils in centers and counties where Seasonally Employed Agricultural Workers' Programs are operated. Objectives, membership, meetings, officers, functions, program development, council members' purposes, and in-service programs are covered. A constitution and by-laws for advisory councils conclude this handbook.

Hess, Robert D.; Gordon, Ira; and Scheinfeld, Daniel. INTERVENTION IN FAMILY LIFE: PROCEEDINGS OF HEAD START RESEARCH SEMINAR #5. Princeton, New Jersey: Educational Testing Service, 1969. 119 pp. ERIC, 6.05

The three papers that comprise this seminar are "Parental Behavior and Children's School Achievement Implications for Head Start," "Developing Parent Power," and "On Developing Developmental Families."

Karnes, Merle B. A NEW ROLE FOR TEACHERS: INVOLVING THE ENTIRE FAMILY IN THE EDUCATION OF PRESCHOOL DISADVANTAGED CHILDREN. Urbana: University of Illinois, 1969. 21 pp. ERIC, 1.15

The teacher training program described here was developed only after each component of the program had been empirically tested: "Teachers were retrained through course work and workshops to teach disadvantaged children. These teachers then taught mothers and older siblings of disadvantaged families the skills and knowledge necessary to instruct the preschool child."

Katz, Lilian G. EARLY CHILDHOOD EDUCATION AS A DISCIPLINE. Urbana: University of Illinois, 1970. 15 pp. ERIC, .85

Eight parameters of early childhood education are proposed and explored in this paper: characteristics of clients, characteristics of teachers and assisting adults, curriculum, philosophical orientation and historical factors, parent power, administrative factors and sponsorship, length of program, and physical plant and climate.

Lohman, Joseph D., and Takagi, Paul T. TEACHER EDUCATION AND PARENT-TEACHER AIDES IN A CULTURALLY DIFFERENT COMMUNITY: INTERIM REPORT -- A DEMONSTRATION PROJECT. Berkeley: University of California, 1967. 147 pp. 3.00

This demonstration project was designed to promote school-parent communications and to reduce the social distance between the school and the family, but involving both parents and teachers in the common task of educating the children. The report on this project presents data covering the first eight weeks the project was conducted, describes the project organization, and relates the demographic data to the process of collecting the data.

Lopate, Carol; Flaxman, Erwin; Bynum, Effie M.; and Gordon, Edmund W. SOME EFFECTS OF PARENT AND COMMUNITY PARTICIPATION ON PUBLIC EDUCATION. New York: ERIC Clearinghouse on the Urban Disadvantaged, 1969. 50 pp. ERIC, 2.60

"This review paper on the current issue of school decentralization points out that it has been consistently demonstrated that participation in the decision making process results in positive changes in both the affective and instrumental behavior of participants."

MODEL PROGRAMS CHILDHOOD EDUCATION: SPRINGFIELD AVENUE COMMUNITY SCHOOL, NEWARK, NEW JERSEY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 14 pp. ERIC, .20

This program for young children from 18 months through fourth grade includes parent shaping of the curriculum, parent involvement in diagnosis on the basis of tests, and parent administrative activities. The school operates within the framework of the black urban life-style.

PARENT INVOLVEMENT: A WORKBOOK OF TRAINING TIPS FOR HEAD START STAFF. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969. 91 pp.

This book deals with parent participation as one of the keystones of community action programs.

"People Power for Children." AMERICAN EDUCATION 6(1967). (Available as a reprint from U.S. Government Printing Office, Washington, D.C. 14 pp.

The five articles in this reprint describe a child-parent education center, community organizations, and school programs in which "citizen power" is a key element.

A PROPOSAL TO ESTABLISH A WORK-RELATED CHILD DEVELOPMENT CENTER. Cambridge, Massachusetts: KLH Child Development Center, 1967. 95 pp. 2.00

The KLH demonstration preschool was initiated to offer a way of preventing poverty and some of the causes of poverty by widening employment opportunities and educating children. The proposal covers the need, advantages, related practice experience, objectives, mode of operation, project staff, facilities, and financing.

Roessel, Robert A., Jr. "The Right to Be Wrong and the Right to Be Right." JOURNAL OF AMERICAN INDIAN EDUCATION 7(1968):1-6

The author encourages the participation of indigenous people because the importance of their contribution outweighs errors caused by lack of education or experience. At Rough Rock

Navaho Demonstration School, education has been "given back to the Indians," resulting in two distinguishing features, local control and cultural identification.

THE SCHOOL SOCIAL WORKER IN THE NEW YORK STATE EXPERIMENTAL PRE-KINDERGARTEN PROGRAM. Albany: New York State Education Department, 1969. 4 pp. ERIC, .35

"The New York State experimental prekindergarten staff has many diverse functions to perform."

Shoemaker, Louise P. PARENT AND FAMILY LIFE EDUCATION FOR LOW INCOME FAMILIES: A GUIDE FOR LEADERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Children's Bureau, 1965. 66 pp. .30

Concern for disadvantaged children must extend to their total environment, where the family is a central part. This program for parent and family-life education views the home environment as a target as well as a tool for securing change and preventing family deterioration. Bibliography.

Williams Thelma M. OPINIONS, ATTITUDES AND PERCEPTIONS OF PARENTS OF CHILDREN IN SPECIAL CLASSES FOR THE SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED IN NEW YORK CITY PUBLIC SCHOOLS. New York: Center for Urban Education, 1969. 101 pp. Free

"This study of one special group of New York City parents, parents of children who were having problems in normal adjustment to school, indicates that there is a disparity between the official system-wide school policy in New York City for parent involvement and the implementation of this policy on the local school level. The study offers the specifics of a program to develop realistic home-school cooperation for effective education."

Willmon, Betty Jean. THE INFLUENCE OF PARENT PARTICIPATION AND INVOLVEMENT ON THE ACHIEVEMENT OF PUPILS ATTENDING THE LEON COUNTY HEAD START PROGRAM AS MEASURED BY A READING READINESS TEST. Ph.D. dissertation, Florida State University, 1967. 73 pp.

"The purpose of this study was to investigate the effect of parent participation in Head Start on student achievement as measured by the Metropolitan Reading Test."

C. COMMUNITY ORGANIZATION

Aiken, Michael, and Alford, Robert. **COMMUNITY STRUCTURE AND MOBILIZATION: THE CASE OF THE WAR ON POVERTY.** Madison: University of Wisconsin, Institute for Research on Poverty, 1968. 77 pp. Free

The thesis of this study is that the number of dollars per capita obtained by a city for federal poverty programs is an indicator of the community's ability to mobilize to gain outside resources.

Brazier, Arthur M. **BLACK SELF-DETERMINATION: THE STORY OF THE WOODLAWN ORGANIZATION.** Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1969. 148 pp. 4.95

The Woodlawn Organization in Chicago is an example of how black people acquired power through organization and brought that power to bear on the problems of the black ghetto.

Cahn, Edgar S., and Jean C. "The War on Poverty: A Civilian Perspective." **YALE LAW JOURNAL** 73(1964):131-52

The authors see the requirement for "maximum feasible participation" by the poor in the Economic Opportunity Act of 1964 "as an explicit legislative vehicle for the civilian perspective and a clearly expressed mandate to give that provision content." What "that civilian perspective is in the context of the current approach to poverty, why it is essential, and how it might be implemented form the subject of this article."

CITIZEN PARTICIPATION IN MODEL CITIES: TECHNICAL ASSISTANCE BULLETIN NO. 3. Washington, D.C.: U.S. Department of Housing and Urban Development, 1968. 27 pp. Free

This bulletin describes some effective means utilized by cities to meet citizen participation performance standards for Model Cities.

Clark, Kenneth B., Hopkins, Jeannette. **A RELEVANT WAR AGAINST POVERTY: A STUDY OF COMMUNITY ACTION PROGRAMS AND OBSERVABLE SOCIAL CHANGE.** New York: Harper and Row, 1968. 275 pp. 6.95

The most specific goal of this study was "the desire to assess as objectively as possible the nature, effectiveness, and consequences of community action programs and to contribute this knowledge to the possibility of increasing the effectiveness of these programs and thereby of increasing the chances of observable positive change in the lives of human beings."

Crain, Robert L. THE POLITICS OF SCHOOL DESEGREGATION: COMPARATIVE CASE STUDIES OF COMMUNITY STRUCTURE AND POLICY-MAKING. Garden City, New York: Doubleday, 1969. 415 pp. 1.95

"This is the first analysis of the political process by which school systems have been and can be desegregated." The problem of school desegregation is approached as a community decision in St. Louis, Newark, San Francisco, New Orleans, Atlanta, Miami, and other cities. References.

Danzer, M. Herbert. "Community Power Structure: Problems and Continuities." AMERICAN SOCIOLOGICAL REVIEW 29(1964):707-17

"What have been seen for the last several years as methodological difficulties in the study of community power, are here approached as: (1) a set of empirical questions open to further research, and (2) theoretical and conceptual problems rather than problems of technique. The concept of power is re-examined and a new focus for research is proposed, conceiving power as potential."

DAY CARE. Washington, D.C.: National Council of Catholic Women, n.d. Unpaged. 2.14

Articles reprinted in this collection cover general aspects of day care, day care for school-age children, and parent and community issues. A short bibliography is included.

DECENTRALIZATION AND COMMUNITY INVOLVEMENT: A STATUS REPORT. ERS CIRCULAR NO. 7. Washington, D.C.: National Education Association, 1969. 56 pp. 2.00

This is a status report on administrative decentralization and community involvement in school administration. Included is a bibliography of articles on the pros and cons and politics of these subjects.

Fiedler, Fred E., and Triandis, Harry C. COMMUNICATION, COOPERATION, AND NEGOTIATION IN CULTURALLY HETEROGENEOUS GROUPS. Urbana: University of Illinois, 1969. 29 pp. 3.00

This research program has sought to identify concepts and behaviors which affect intercultural relations, develop principles and methods for programmed self-instruction in cultural training, and to conduct laboratory and field studies to evaluate the effectiveness of these programs under different leadership and organizational structures.

THE FUNDAMENTAL LEARNING NEEDS OF TODAY'S YOUNG CHILDREN. Washington, D.C.: National Association for the Education of Young Children, 1970. 11 pp.

The contents of this report include: "What Should Children Be Learning," "How to Program for Learning," "Staffing by People Who Know and Care," "Involvement and Responsibilities of Parents," and "The Setting."

GUIDELINES TO SUCCESSFUL ADVISORY COUNCIL ORGANIZATION. Tuskegee, Alabama: Tuskegee Institute, 1967. 12 pp. ERIC, .70

Guidelines are suggested for advisory councils in centers and counties where Seasonally Employed Agricultural Workers' Programs are operated. Objectives, membership, meetings, officers, functions, program development, council members' purposes, and in-service programs are covered. A constitution and by-laws for advisory councils conclude this handbook.

Killan, Lewis M. "Community Structure and the Role of the Negro Leader-Agent." SOCIOLOGICAL INQUIRY 35(1965):69-79

Citing the "Negro revolt" as being responsible for bringing about confrontation between Negro and white "subcommunities," the author has described the role of the Negro leader-agent. It is one in which the Negro is in the dilemma of not being part of the system which he challenges and yet is hard-pressed to establish his legitimacy as leader in a community with little or no formal structure.

Levin, Henry M., ed. COMMUNITY CONTROL OF SCHOOLS. Washington, D.C.: Brookings Institution, 1970. 318 pp. 7.50

Brookings sponsored a two-day Conference on the Community School to clarify the educational, political, social, and economic issues that have arisen from the demands by minority residents of large cities to obtain control of their neighborhood schools. This volume presents 11 papers prepared for the conference; running through all of the papers is the theme that there is much to recommend a large measure of community control, but any attempt to shift governance of schools to decentralized community boards must be accompanied by a great amount of foresight and planning if it is to succeed.

Marsh, C. Paul. "The Structure of Community Power and Community Decision Making." ADULT LEADERSHIP 13(1964):71-72

The literature on community power is re-examined within the framework of the Social Action Construct to determine if such a framework might be useful in pointing up more sharply the possible differences and similarities in the decision-making process in communities with very different structures of power.

Mendes, Richard H. P. BIBLIOGRAPHY ON COMMUNITY ORGANIZATION FOR CITIZEN PARTICIPATION IN VOLUNTARY DEMOCRATIC ASSOCIATIONS. Washington, D.C.: President's Committee on Juvenile Delinquency and Youth Crime, 1965. 98 pp. .50

This bibliography of 750 items is divided into three parts: community organization as technique, theoretical and empirical foundations, and citizen participation in voluntary democratic associations.

Mogulof, Melvin B. "A Developmental Approach to the Community Action Program Idea." SOCIAL WORK 12(1967):12-20

The author suggests a two-phase program for CAP in which it first focuses on its own survival and then begins to deal with the local problems of poverty.

NEW GENERATION, Summer 1969. .75

This issue is concerned with community control -- the desire of people for control over the decisions that affect their lives. Included are articles by Daniel Fusfeld, Milton Kotler, Paul Goodman, Roy Innis, Norman Hill, James R. Cleaveland, and Arthur Blaustein.

Obinani, Felix C. A TRAINING PROGRAM FOR COMMUNITY ORGANIZER-PLANNERS. New York: Center for Urban Education, 1969. 39 pp. 2.25

The aim of the program discussed here was to train a corps of community residents in the skills of data collection and analysis as well as in the techniques of planned change.

PARTICIPATION OF THE POOR IN THE COMMUNITY DECISION-MAKING PROCESS. Washington, D.C.: Office of Economic Opportunity, Community Action Program, 1969. 39 pp. 2.25

Key factors which promote resident participation through group action and community decision-making processes, programs, and activities are identified. Also described are techniques which Community Action Program grantees have used successfully to enhance such participation.

"People Power for Children." AMERICAN EDUCATION 6(1967). (Available as a reprint from U.S. Government Printing Office, Washington, D.C. 14 pp. .30)

The five articles in this reprint describe a child-parent education center, community organizations, and school programs in which "citizen power" is a key element.

PRESCHOOL BREAKTHROUGH: WHAT WORKS IN EARLY CHILDHOOD EDUCATION. Washington, D.C.: National School Public Relations Association, 1970. 48 pp. 4.00

"This report is designed to help school personnel to prepare for the mass of preschoolers headed their way." It reviews the philosophies and controversies of early childhood education, offers a guide to the federal apparatus in relation to child-care legislation, comments on the ferment in state and local communities over control of programs, and gives detailed descriptions of programs which have been found to be effective with young children.

Rein, Martin, and Miller, S. M. "Citizen Participation and Poverty." CONNECTICUT LAW REVIEW 1(1968):221-43

"This paper examines the changing character of maximum feasible participation of the poor as it has evolved over the past several years."

Specht, Harry. "Community Development in Low-Income Negro Areas." SOCIAL WORK 11(1966):78-79

An organizational model is described here in which low income organizations are helped by governmental and other established agencies to undertake service programs of their own, thereby increasing the competence and abilities of indigenous organizations and leaders to deal with social problems.

STUDY OF NEIGHBORHOOD CENTER PROGRAMS IN RURAL COMMUNITY ACTION AGENCIES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1970. 6 pp. Free

A survey of fifteen rural Community Action Agencies found that

the persons interviewed -- CAA staff, representatives of the poor, and agency officials -- expressed an overwhelmingly positive attitude toward the concept of neighborhood centers in rural areas.

Sundquist, James L., and Davis, David W. MAKING FEDERALISM WORK: A STUDY OF PROGRAM COORDINATION AT THE COMMUNITY LEVEL. Washington; D.C.: Brookings Institute, 1969. 293 pp. 6.95

The authors examined the workings of the federal system and observed the problem of coordination in a cross section of American communities in 14 states, interviewing more than 700 people. They offer a series of models that would comprise a system of coordination for the federal structure as a whole.

D. GROUPING

ABILITY GROUPING. Washington, D.C.: National Education Association, 1968. 52 pp. ERIC, 1.00

Emphasis is placed on the findings of research studies on the effects of ability grouping. General discussion includes grouping practices, the place of ability grouping in overall school organization, the schools' capacity for ability grouping, and the pros and cons of ability grouping.

Brinks, David. SOCIOMETRIC STATUS AND ACCURACY OF PERCEIVED STATUS: A COMPARATIVE ANALYSIS OF HETEROGENEOUS AND HOMOGENEOUS GROUPING PRACTICES. Ed.D. dissertation, Utah State University, 1963. 160 pp.

The primary purpose of this study was to investigate the effects of homogeneous versus heterogeneous grouping practices on the sociometric structure of public elementary school classrooms. The systematic differences found were examined to see if they were the result of the grouping.

Dawe, Helen C. "The Influence of Size of Kindergarten Group upon Performance." CHILD DEVELOPMENT 5(1934):295-303

The results of this study indicate that increase in size of group does not reduce the amount of a story which is retained by the children, but that increase does mean a cutting down in the percentage of children who take part in the discussion, and in the average number of remarks per child. Position in the group apparently does not influence the amount of a story retained, but does affect the extent to which children entered the discussion.

Dyson, Ernest. "A Study of Ability Grouping and the Self-Concept." JOURNAL OF EDUCATIONAL RESEARCH 60(1967):403-05

This study investigated the relationships between acceptance of self, academic self-concept, and two procedures used to group seventh-grade students for instruction.

Goldberg, Miriam L.; Passow, A. Harry; and Justman, Joseph. THE EFFECTS OF ABILITY GROUPING. New York: Columbia University, Teachers College Press, 1966. 254 pp. ERIC, 7.00

Through their research, the authors have arrived at the conclusion that ability grouping per se has no important effect on the academic achievement of students.

GROUPING FOR INSTRUCTION. Arlington, Virginia: Council for Exceptional Children, Information Center on Exceptional Children, 1969. 2 pp. ERIC, .35

"Nine abstracts provide information on grouping for instruction including research reports, acceleration, special classes, and the gifted."

Hirsch, Jay G.; Borowitz, Gene H.; and Costello, Joan. INDIVIDUAL DIFFERENCES IN GHETTO FOUR-YEAR-OLDS. Chicago: Illinois State Department of Mental Health, Institute for Juvenile Research, 1969. 23 pp. ERIC, 1.25

Thirty-five disadvantaged Negro four-year-olds were observed by white male child psychiatrists during a 30-minute play session. A descriptive summary of the session was recorded. The summaries were examined eighteen months later by five independent judges. Analysis of the rating scales suggested that pre-entrance ratings do provide information for readiness groupings and can be made on the basis of the child's response to a new adult and his interaction with preschool materials. Further, it is suggested that grouping children into competence groups, based on ratings by experienced observers, will facilitate preschool program planning and make children more accessible to growth through their preschool experiences.

Keliher, Alice V. "Effective Learning and Teacher-Pupil Ratio." CHILDHOOD EDUCATION 43(1966). (Reprint available from Association for Childhood Education International)

Studies showing the advantages of small class size, especially for very young children, are cited to support the author's figures for desirable teacher-pupil ratios: for disadvantaged children, a ratio of five to one adult, with fifteen in a single group; for retarded and handicapped children, ten to fifteen in a group; and a maximum of twenty-five in an elementary classroom.

Lipton, Aaron. "Classroom Grouping and Integration." INTEGRATED EDUCATION 2(1964):49-54

In a community where an integrative process in the educational life of the children and teachers had only evolved in the last three years, certain grouping patterns emerged to support this process. There were four basic factors considered in the formulation of groups and subgroups: the community as it is reflected in the school, the purpose of instruction, a climate for learning, and how and what children learn.

MULTI-AGE GROUPING: ENRICHING THE LEARNING ENVIRONMENT. Washington, D.C.: National Education Association, 1968. 31 pp. ERIC, 1.00

This booklet seeks to stimulate a critical examination of the multi-age grouping concept as presented by educators who see the value of this approach to organizing children in a school setting.

Okada, Tetsuo; Cohen, Wallace M.; and Mayeske, George W. **GROWTH IN ACHIEVEMENT FOR DIFFERENT RACIAL, REGIONAL, AND SOCIOECONOMIC GROUPINGS OF STUDENTS.** Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 23 pp. ERIC, 1.25

"The relationship between socioeconomic status and academic achievement was studied. Cross-comparisons were made of this relationship in terms of different racial-ethnic groups, various regions of the U.S., and metropolitan-nonmetropolitan locations."

Runyon, Richard P. **EARLY IDENTIFICATION OF THE GIFTED THROUGH INTERAGE GROUPING.** Albany: New York State Education Department, 1962. 56 pp. ERIC, .75

The articles in this booklet cover research on the grouping question and some ways of grouping used by various schools.

Walberg, Herbert J. "Class Size and the Social Environment of Learning." **HUMAN RELATIONS** 22(1969):465-75

Studies of size and characteristics of small groups and organizations, and of class size and educational achievement are reviewed. The author tested some hypotheses about class size and social climate of learning in a national sample of 149 high school physics classes.

Yerry, Marie J., and Henderson, Edward. **EFFECTS OF INTER-AGE GROUPING ON ACHIEVEMENT AND BEHAVIOR.** Albany: New York State Education Department, 1964. 55 pp. ERIC, 2.85

"The purpose of this study was to: (1) determine whether or not inter-age grouping of elementary students results in significant gains in achievement in reading, arithmetic, and English, (2) determine the degree of emotional security developing in inter-age classes, and (3) determine changes in social climate in inter-age classrooms."

9. EVALUATION

Evaluations of specific day care or related programs are contained in this section, as well as evaluation measures for children and training programs.

Alkin, Marvin C., and Woolley, Dale C. A MODEL FOR EDUCATIONAL EVALUATION. Los Angeles: University of California, Center for the Study of Evaluation, 1969. 12 pp. ERIC, .70

"An evaluation model is presented for educational decision makers with evaluation defined as 'the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives.'"

Almeida, Cynthia H. A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS. New York: Center for Urban Education, 1969. 76 pp.

This report is an evaluation of an ESEA Title I project which was designed to continue the efforts of Project Head Start into the primary grades. Appendices.

Alpern, Gerald D. METHODOLOGICAL CONSIDERATIONS IN DEVISING HEAD START PROGRAM EVALUATIONS. Indianapolis: Indiana University, Medical Center, 1967. 11 pp. ERIC, .75

In an attempt to improve methods of evaluating Head Start programs, several techniques are proposed, basing evaluations on the success of the individual programs.

Arth, Alfred A.; Wagoner, Jennings L.; and Groden, Austin F. THE TEACHER AIDES: THE PREPARATION AND UTILIZATION OF PARAPROFESSIONALS. Charlottesville, Virginia: University of Virginia, Curry Memorial School of Education, 1971. 56 pp. 2.00

This publication describes the social and educational dimensions of a teacher aide training program, the design of the training program, and evaluation procedures and conclusions. The appendices include evaluation forms, questionnaires, sample units, and statistical analyses.

Bereiter, Carl; Washington, Ernest D.; Engelmann, Siegfried; and Osborn, Jean. CURRICULUM DEVELOPMENT AND EVALUATION. Urbana: University of Illinois, 1969. 139 pp. ERIC, 7.05

Seven studies were undertaken to extend the development and testing of an academically oriented preschool program for disadvantaged children. For each study, the hypothesis, procedure, population, method, and results are recorded.

Bloom, Benjamin S.; Hastings, J. Thomas; and Madaus, George F. HANDBOOK ON FORMATIVE AND SUMMATIVE EVALUATION OF STUDENT LEARNING. New York: McGraw-Hill, 1971. 923 pp. 11.95

This book is about the "state of the art" of evaluating student learning. It is composed of four sections: "Education and Evaluation," "Using Evaluation for Instructional Decisions," "Evaluation Techniques for Cognitive and Affective Objectives," and "Evaluation Systems."

Borosage, Vera. A STUDY OF THE EFFECT OF NURSERY SCHOOL EXPERIENCE ON INTELLECTUAL PERFORMANCE AT TWO SOCIO-ECONOMIC LEVELS. Ph.D. dissertation, Michigan State University, 1969. 145 pp.

An attempt was made to assess the effect of a conventional comprehensive nursery school experience on the intellectual performance of disadvantaged children from a lower-class milieu and children from a middle-class background.

Brophy, Jere Edward. MOTHERS AS TEACHERS OF THEIR OWN PRESCHOOL CHILDREN: THE INFLUENCE OF SOCIO-ECONOMIC STATUS AND TASK STRUCTURE ON TEACHING SPECIFICITY. Austin: University of Texas, 1969. 26 pp. ERIC, 1.40

This study investigated the degree of verbal specificity of 137 mother-child pairs of Negroes who ranged in socio-economic status from middle class to lower class. It was found that the degree of informational specificity in the mothers' communications varied both with social status and with the task that the mother was teaching her child.

Burt, Marilyn N. A STUDY OF NURSERY SCHOOL PERSONNEL PRACTICES AND TEACHING CONCEPTS. M.A. thesis, Claremont Graduate School, 1958. 102 pp.

This study was conducted for three purposes: to determine current organizational and administrative practices in nursery schools, to obtain biographical data on the background and training of nursery school teachers in the foot-hill area of Los Angeles County, and to make an exploratory investigation of concepts nursery school teachers hold in regard to selected areas of child behavior in the nursery school situation.

Cain, Glen, and Watts, Harold W. PROBLEMS IN MAKING POLICY INFERENCES FROM THE COLEMAN REPORT. Madison: University of Wisconsin, Institute for Research on Poverty, 1968. 40 pp. Free

"The principal theme of Cain and Watts is that the analytical part of the Coleman Report has such serious methodological shortcomings that it offers little guidance for policy decisions. They go on to suggest a more meaningful approach to the problem of measuring determinants of educational achievement for policy purposes."

Caldwell, Bettye M.; and Soule, Donald. THE PRESCHOOL INVENTORY. Syracuse: State University of New York, Upstate Medical Center, Department of Pediatrics, Children's Center, 1965. 45 pp. ERIC, 1.88

The preschool inventory began as an answer to the need for some type of instrument that would provide an indication of how much a disadvantaged child, prior to his introduction to Head Start, had achieved in areas regarded as necessary foundations for subsequent success in school. It was an attempt to demonstrate the fact that the disadvantaged child was functioning at a deficit at the time he began school.

Cicirelli, Victor; Evans, John W.; and Schiller, Jeffry. "The Impact of Head Start: A Reply to the Report Analysis." HARVARD EDUCATIONAL REVIEW 40(1970):105-29

"The authors dispute both the criticism of the Westinghouse methodology and the re-analysis of the data. They argue that the re-analysis ignores the bulk of the Westinghouse data, that it is based on a statistically incorrect procedure, and that it produces results essentially similar to those reported by Westinghouse. They conclude with some general observations on the study and the evaluation of social action programs."

Clay, Suzanne. THE UTILIZATION OF NON-PROFESSIONAL INTERVIEWERS IN THE NEW ENGLAND AND MISSISSIPPI SAMPLES BY THE BOSTON UNIVERSITY HEAD START EVALUATION AND RESEARCH PROGRAM, 1966-67. Boston: Boston University, 1967. 9 pp. Free

"This report is a description of the steps taken by the Boston University Head Start Evaluation and Research Center in cooperation with participating Head Start programs in 1966-1967 to utilize non-professional interviewers, 24 mothers of Head Starters in the collection of data about 191 sample families in New England and Bolivar County, Mississippi. It includes a discussion of the characteristics of the non-professionals hired, the nature of the training given, and some assessment of their performance in the Evaluation Project."

Coleman, James S. THE EVALUATION OF EQUALITY OF EDUCATIONAL OPPORTUNITY. Baltimore: Johns Hopkins University, 1968. 41 pp. ERIC, 2.15

The author of the 1966 report, EQUALITY OF EDUCATIONAL OPPORTUNITY, discusses some of the criticisms of the study and defends it as a major step in the development of policy-related social research.

Cunningham, Grover, and Pierce-Jones, John. A COMPARISON OF HEAD START CHILDREN WITH A GROUP OF HEAD START ELIGIBLES AFTER ONE YEAR IN ELEMENTARY SCHOOL. Austin: University of Texas, 1969. 6 pp. ERIC, .40

The study reported here compared a group of first graders who had attended a full year of Head Start with a group of first graders who had been eligible for Head Start but did not attend.

Datta, Lois-Ellin. A REPORT ON EVALUATION STUDIES OF PROJECT HEAD START. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 25 pp. Free

Head Start evaluation has been based on four sources of information: census surveys of children and families served and programs offered; special research, projects on child development, and experimental programs; a longitudinal study of the development of low income children; and a series of national evaluation studies.

Denham, William H., and Shatz, Eunice O. IMPACT OF THE INDIGENOUS NONPROFESSIONAL ON THE PROFESSIONAL'S ROLE. Washington, D.C.: University Research Corporation, 1969. 19 pp. ERIC, 1.05

A New Careers demonstration project to develop nonprofessional or aide jobs for 150 underprivileged Negro youth in the health, education, and welfare complex in Washington, D.C., was examined to observe the reaction of professionals who deliver human and social services when indigenous nonprofessionals are employed to work with them.

Deutsch, Martin; Fishman, Joshua A.; Kagan, Lawrence A.; North, Robert; and Whiteman, Martin. "Guidelines for Testing Minority Group Children." JOURNAL OF SOCIAL ISSUES SUPPLEMENT 20(1964):129-45

These guidelines were developed to specify what must be kept in mind when educational and psychological tests are used with minority-group children.

Di Lorenzo, Louis T.; Salter, Ruth; and Brady, James J. PREKINDER-GARTEN PROGRAMS FOR EDUCATIONALLY DISADVANTAGED CHILDREN. Albany: University of the State of New York, The State Education Department, Office of Research and Evaluation, 1969. 259 pp. Free

This report presents the results of a study on the effects of year-long prekindergarten programs for disadvantaged children from July, 1965, to July, 1969. The major factors considered were intelligence, language, self-concept, and physical development.

DISADVANTAGED CHILDREN AND THEIR FIRST SCHOOL EXPERIENCES: ETS-OEO LONGITUDINAL STUDY. THEORETICAL CONSIDERATIONS AND MEASUREMENT STRATEGIES. APPENDICES RELATED TO MEASURES. Princeton: Educational Testing Service, 1968. 485 pp. ERIC, 24.35

"This report is part of a comprehensive study of the cognitive, personal, and social development of disadvantaged children over the crucial period age three through grade three. The aims of the study are to identify the components of early education associated with children's development, to determine the environmental and background factors influencing such associations, and, if possible, to describe how these influences operate."

EDUCATION OF THE DISADVANTAGED: AN EVALUATIVE REPORT ON TITLE I ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1970. 2.00

This report for fiscal year 1968 is the first annual report prepared in response to the 1967 ESEA amendments that require a national evaluation of Title I and a report on the results.

THE EVALUATION OF NONCERTIFICATED PERSONNEL. ERS CIRCULAR NO. 4. Washington, D.C.: National Education Association, 1969. 48 pp. 1.50

Evaluation of noncertificated school personnel has too often been merely a weeding out of the incompetent worker during his probationary period. This report is based on replies to a questionnaire sent to all school systems enrolling over 16,000 pupils. One-hundred-and-thirty-nine systems indicated they have formal programs for evaluating one or more of the categories of classified personnel listed in the questionnaire--teacher aides, clerical and secretarial, maintenance, custodial, cafeteria, and bus drivers.

Faunce, R.W. FOLLOW-UP STUDY OF THE JUNIOR LEAGUE COMPREHENSIVE SCHOOL READINESS PROGRAM. Minneapolis: Minneapolis Public Schools, 1970. 18 pp.

A follow-up study of children and volunteers involved in the Comprehensive School Readiness program focuses on teachers' ratings of children's behavior and of attitudes of the Junior League volunteers.

Goldsmith, Cornelia. CREATIVE EVALUATION OF DAY CARE PROGRAMS. St. Paul: Minnesota Department of Public Welfare, 1960. 4 pp.

The author presents a set of 35 questions for assessing day care programs, with a short introduction and summary.

Gordon, Edmund W. PROBLEMS IN THE ASSESSMENT OF INTERMEDIATE-RANGE EFFECTS OF HEAD START PROGRAMS. Princeton, New Jersey: Educational Testing Service, 1968. 22 pp. ERIC, 1.20

The thesis stated here is that before Head Start or any pre-school program can be adequately assessed, more carefully controlled research is needed.

Gray, Susan W. SELECTED LONGITUDINAL STUDIES OF COMPENSATORY EDUCATION--A LOOK FROM THE INSIDE. Nashville: George Peabody College for Teachers, 1969. 13 pp. ERIC, .75

"This document, prepared for a symposium on preschool compensatory program, makes preliminary comments on the difficulty of program assessment and tight experimental design on the necessity of in-depth involvement, and on the need for vigilance in maintaining an experimental condition."

Harrison, Grant V. THE EFFECTS OF TRAINED AND UNTRAINED STUDENT TUTORS ON THE CRITERION PERFORMANCE OF DISADVANTAGED FIRST GRADERS. Los Angeles: University of California, 1969. 6 pp. ERIC, .40

Possible differences in the effectiveness of trained and untrained upper-grade elementary school student tutors were examined in this study.

Hess, Robert D.; Kramer, Richard; Slaughter, Diana; Torney, Judith; Berry, Carla; and Hull, Ethel. TECHNIQUES FOR ASSESSING COGNITIVE AND SOCIAL ABILITIES OF CHILDREN AND PARENTS IN PROJECT HEAD START. Chicago: University of Chicago, 1966. 139 pp. ERIC, 5.64

Extensive testing of preschool pupils at four Head Start centers in Chicago was conducted in order to develop and evaluate measuring instruments for assessing the cognitive capacities of disadvantaged children.

Hoepfner, Ralph, ed. CSE ELEMENTARY SCHOOL TEST EVALUATIONS. Los Angeles: University of California at Los Angeles, Center for the Study of Evaluation, 1970. 146 pp. 5.00

The tests reviewed for this document were evaluated in terms of a quantitative rating of the measurement validity, examinee appropriateness, administrative usability, and normed technical excellence at grade levels one, three, five, and six. The major

advantages claimed for these test reviews are conciseness, currency, educational relevance, objectivity, and consistency.

THE IMPACT OF HEAD START: AN EVALUATION OF THE EFFECTS OF HEAD START ON CHILDREN'S COGNITIVE AND AFFECTIVE DEVELOPMENT. Vol. I, Text and Appendices A - E. Vol. II, Appendices F - J. Westinghouse Learning Corporation/Ohio University, 1969. 956 pp. 12.00

This study conducted a systematic review and assessment of the comparative long-term effectiveness of summer and full-year Head Start programs across the country in advancing the cognitive and affective development of the children of poverty.

Jarvis, Oscar T. TIME ALLOTMENTS AND PUPIL ACHIEVEMENT IN THE INTERMEDIATE ELEMENTARY GRADES. Houston: Bureau of Educational Research and Service, n.d. 67 pp. 1.50

The relationship between length of class periods and pupil achievement in reading, arithmetic, and language was studied. The classes studied were intermediate elementary school grades in the Texas Gulf Coast area.

Katz, Lilian G. TEACHING IN PRESCHOOL SETTINGS: RESEARCH AND IMPLICATIONS. Urbana: University of Illinois, 1969. Unpaged

A bibliography covering: Reviews, Background of Preschool Teaching, Related Literature (research, theory, position papers, etc.), Teacher Training, Instruments and Observation Techniques, Comparative Studies--Comparisons of Teaching Methods, Curricula, Teacher Attitudes and Teacher Behavior, Teacher Performance, and Experiments in Teaching.

MANUAL OF INSTITUTE TESTS. New York: New York University, School of Education, Institute for Developmental Studies, 1966. 256 pp. 5.00

This manual gives some general considerations for valid testing, interview, and questionnaire procedures. The remainder of the manual consists of eight sections of different kinds of tests and measuring instruments.

McDill, Edward L.; McDill, Mary S.; and Streke, J. Timothy. STRATEGIES FOR SUCCESS IN COMPENSATORY EDUCATION: AN APPRAISAL OF EVALUATION RESEARCH. Baltimore: Johns Hopkins Press, 1969. 83 pp. 1.95

"This timely study by three sociologists addresses fundamental problems in compensatory education: the quality of evaluation research, the effectiveness of existing programs to date, and future planning of programs and of research to test performance."

Messick, Samuel. EVALUATION OF EDUCATIONAL PROGRAMS AS RESEARCH ON EDUCATIONAL PROCESS. Princeton, New Jersey: Educational Testing Service, 1969. 11 pp. .65

This paper calls for more research on the factors that make programs effective by carrying out the research and the program simultaneously. A major advantage of this model is that goals, side effects and program by-products receive increased attention.

Miller, James O. REVIEW OF SELECTED INTERVENTION RESEARCH WITH YOUNG CHILDREN. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1969. 24 pp. ERIC, 1.30

This review of intervention research presents what the author believes to be landmark studies or examples of crucial problems in the field. Both short-range and long-term intervention studies are included.

Miller, Louise B., and Dyer, Jean L. TWO KINDS OF KINDERGARTEN AFTER FOUR TYPES OF HEAD START. Louisville, Kentucky: University of Louisville, 1971. 47 pp.

Results, reported at the end of the second year, of a three-year comparison of four prekindergarten programs: Bereiter-Engelmann, DARCEE, Montessori and traditional. Children were tested at the beginning, middle, and end of the year on a battery of tests and rating scales, including Stanford-Binet, Preschool Inventory, Curiosity Box, Replacement Puzzel, Dog and Bone, Behavior Inventory, and Embedded Figures.

Mueller, Max, and Smith, James O. "The Stability of Language Age Modifications Over Time." AMERICAN JOURNAL OF MENTAL DEFICIENCY 68(1964):537-39

In an experimental language development program for educable retarded children, marked progress in language abilities was observed. This study attempts to determine the extent to which gains are stable over time.

A NATIONAL SURVEY OF THE IMPACTS OF HEAD START CENTERS ON COMMUNITY INSTITUTIONS: SUMMARY REPORT. Washington, D.C.: Kirschner Associates, 1970. 19 pp.

This project was initiated to find what role Head Start played in influencing changes in community institutions and to illuminate the general question of how to achieve change in local institutions through a nation-wide educational innovation.

Ortar, Gina, and Carmon, Hanna. AN ANALYSIS OF MOTHERS' SPEECH AS A FACTOR IN THE DEVELOPMENT OF CHILDREN'S INTELLIGENCE. Jerusalem: Hebrew University, 1969. 116 pp. ERIC, 5.90

This study had three purposes: to systematically describe and classify the speech input received by children of specified ages from their mothers in the home; to investigate the interdependence between the quality of the mother's speech, her socio-cultural background, and her children's level of intelligence; and to determine whether some attributes of the mother's speech can be modified if she wishes.

Painter, Genevieve. INFANT EDUCATION. San Rafael, California: Dimensions Publishing Company, 1968. 156 pp. 3.50

"This monograph is the report of a research study of twenty infants, done at the University of Illinois. Ten of them, as the experimental group, were given a structured educational program in their homes, starting when they were between eight and twenty-four months old, one hour per day, five days per week, over a period of one year. The other ten, the control group, as closely correlated as possible in a practical situation, were not given the structured program but were allowed to progress 'normally' in their own environments. The two groups were compared at the end of the year: the experimental group was found to be significantly higher in general IQ and in areas of language and conceptual development."

Pierce-Jones, John. OUTCOMES OF INDIVIDUAL AND PROGRAMMATIC VARIATIONS AMONG PROJECT HEAD START CENTERS, SUMMER, 1965. Austin: University of Texas, 1966. 265 pp. ERIC, 10.68

A 15-month evaluation research study of the 1965 summer Head Start programs was conducted throughout Texas. A schematic model was developed portraying interacting factors operating through Head Start programs to produce and predict changes in educational development and in out-of-school environment. The one salient conclusion drawn from the report is that the 1965 summer Head Start program in Texas changed the children in various, yet generally significantly predictable, ways such as in school readiness.

Prentice, Norman M., and Bieri, James. INTELLECTUAL DEVELOPMENT OF CULTURALLY DEPRIVED CHILDREN IN A DAY CARE PROGRAM: A FOLLOW-UP STUDY. Paper read at the 47th Annual Meeting of the American Orthopsychiatric Association, 25 March 1970, in San Francisco. 13 pp.

"The purpose of this study was to determine if greater intellectual growth would be found in preschool culturally deprived children who had appreciable experience in a day care program compared to those with limited experience in the program."

PROJECT HEAD START EVALUATING PERFORMANCE AND PROGRESS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. 26 pp. Free

A part of the career development program of Head Start, the contents of this booklet include "The New Employee," "Evaluation Forms," and "The Progress and Planning Discussion."

PROJECT HEAD START: EVALUATION AND RESEARCH SUMMARY, 1965-67. Washington, D.C.: Office of Economic Opportunity, 1965. 15 pp. ERIC, .90

"Project Head Start has as its goal the improvement of the child's physical health, intellectual performance, social attitudes, and sense of self. Head Start children perform significantly better than low-income children who do not participate in Head Start. There remain questions about the endurance of the gains made and about the relative merits of the short summer program compared to the year-long program."

Rosenberg, Leon A., and Stroud, Michael. THE LIMITATIONS OF BRIEF INTELLIGENCE TESTING WITH YOUNG CHILDREN. Baltimore, Maryland: Johns Hopkins University School of Medicine, n.d. 13 pp. ERIC, 1.30

This study examined the validity of two well-known brief intelligence scales: The Peabody Picture Vocabulary Test and The Columbia Mental Maturity Scale.

Simon, Anita, and Boyer, E. Gil, eds. MIRRORS FOR BEHAVIOR II: AN ANTHOLOGY OF OBSERVATION INSTRUMENTS. 632 pp. 12.00

The following information is given on the 79 observational systems examined: the setting in which system is used, subject of observation, number of subjects observed, uses reported by author, data collection and coding methods, personnel, category dimensions of the system, and coding units. A bibliography of approximately 700 references is included.

Smith, Marshall S. "Report Analysis: The Impact of Head Start." HARVARD EDUCATIONAL REVIEW 40(1970):51-104

"The Westinghouse-Ohio national evaluation of Head Start evoked criticism from both social scientists and statisticians when it was issued last spring. The authors present a history of Head Start and of the national evaluation. They raise serious questions

about the sampling procedure used in the study, and they present the results of a re-analysis which suggests that some full-year Head Start centers were effective, particularly those with black children in urban areas. Policy implications discussed by the authors focus on the relationship between program evaluation and public policy."

Stott, Leland H., and Ball, Rachel S. INFANT AND PRESCHOOL MENTAL TESTS: REVIEW AND EVALUATION. Chicago: Society for Research in Child Development, 1965. 151 pp. 3.00

To provide a comprehensive evaluation of the present state of infant and preschool mental testing in the U.S., the technical and professional literature covering the concept of intelligence and its measurement was reviewed, organized, and summarized. A questionnaire survey was made of the current practices in the testing of infant and preschool-age intelligence. Finally, the actual content of five of the most widely used infant and preschool scales was analyzed statistically.

SUGGESTED GUIDELINES: SUPPLEMENTARY EDUCATIONAL PERSONNEL. Phoenix, Arizona: State Department of Public Instruction, n.d. 40 pp. 2.00

These guidelines are concerned with supplementary educational personnel in general, with an emphasis on teacher aides. An evaluation program is included.

Van Wessem, Katherine. A TUTORING PROGRAM: THE SECOND YEAR. St. Ann, Missouri: Central Midwestern Regional Educational Laboratory, 1968. 50 pp. ERIC, 2.60

"Underachievers from junior high grades were assigned to tutor younger children classified as slow learners. Tutors volunteered and were given choices as to what they would teach; however, stress was usually on their own educational needs."

Webster, Staten W. "Parental Antecedents of Teacher-to-Pupil Behaviors: A Study of Identification." JOURNAL OF EXPERIMENTAL EDUCATION 32(1964): 389-94

This investigation focuses on the question of whether there is a relationship between the interpersonal behaviors that teachers report they have received from their parents as children, and the ways in which they behave toward their pupils.

Willerman, Emily G.; Newton, Virginia S.; and Bussis, Dale E. A DIGEST OF THE RESEARCH ACTIVITIES OF REGIONAL EVALUATION AND RESEARCH CENTERS FOR PROJECT HEAD START (SEPTEMBER 1, 1966, TO NOVEMBER 30, 1967). New York: Institute for Educational Development, 1968. 134 pp. ERIC, 8.05

"A summary of the research activities of thirteen Head Start regional evaluation centers is presented in three sections: research on children, research on parents and families, and research on classrooms, teachers, and social organizations of Head Start centers."

Williams, Walter. "The Politics of Evaluation: The Case of Head Start." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE 385(1969):118-32

"The notion underlying much of the war on poverty--that effective programs could be developed quickly and launched full-scale (and Head Start was a prime case)--was being called into question by the type of evaluative analysis that lay at the base of the planning, programming, and budgeting system initiated late in 1965. This paper traces both the events that led up to the controversy and the controversy itself in order to look at the implications for future policy."

Wilson, Herbert B. EVALUATION OF THE INFLUENCE OF EDUCATIONAL PROGRAMS ON MEXICAN-AMERICANS. Las Cruces: New Mexico State University, 1968. 25 pp. ERIC, 1.08

Some of the problems connected with the evaluation of the influence of educational programs on Mexican-Americans are explored in this paper.

Wolff, Max, and Stein, Annie. SIX MONTHS LATER: A COMPARISON OF CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN KINDERGARTEN. New York: Yeshiva University, 1966. 83 pp. ERIC, 4.00

Kindergartens in four public elementary schools in New York City were studied to determine whether a positive developmental effect had resulted from a summer Head Start program.

10. FACILITIES AND SUPPLIES

Publications in this section deal with facilities and supplies for day care or related programs.

Abramson, Paul. SCHOOLS FOR EARLY CHILDHOOD: PROFILES OF SIGNIFICANT SCHOOLS. New York: Educational Facilities Laboratories, 1970. 55 pp. .50

This volume illustrates new centers that were specifically constructed for early education and old facilities that have been successfully remodeled. Program objectives are given for each of the schools.

Anderson, Robert H. "Schools for Young Children: Organizational and Administrative Considerations." PHI DELTA KAPPAN, March 1969, pp. 381-85

Ways in which programs for educating young children might be set up are discussed in this article. Some of the advantages for linking early childhood programs to public elementary schools are pointed out, as well as the importance of the physical environment.

BEAUTIFUL JUNK. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1967. 12 pp. Free

Abundant suggestions are given on how materials that are available free from garages, stores, etc., can be used in play or artwork in a Head Start program.

Brown, Ellen. A STUDY IN ECOLOGICAL PSYCHOLOGY: THE BEHAVIOR OBJECTS USED BY THREE-YEAR-OLD CHILDREN FROM THREE INCOME GROUPS. Master's thesis, George Peabody College for Teachers, 1969. 94 pp.

By studying children directly as they move within and interact with the environment in their homes, this study aims to provide scientific documentation on how such variables as income, occupation level, and amount of education of the parents influence the course of child development.

BUILDING CODES. A PROGRAM FOR INTERGOVERNMENTAL REFORM. Washington, D.C.: Advisory Commission on Intergovernmental Relations, 1966. 103 pp. .60

"This report is a study of the intergovernmental problems arising from the preparation, adoption, and enforcement of building codes. It seeks to identify problems in the relationships between federal, state and local governments and elements of the building industry most directly affected by building code regulation."

BUILDING THE AMERICAN CITY. Washington, D.C.: National Commission on Urban Problems, 1969. 504 pp. 4.50

The National Commission on Urban Problems was established in 1967 to study building codes, housing codes, zoning, local and federal tax policies and development standards. The information gathered by the Commission was to be used to provide knowledge that would be useful in dealing with slums, urban growth, sprawl, and blight, and to insure decent and durable housing. The findings and recommendations are included in this volume.

Burns, Sylvia F. "Children Respond to Improvised Equipment." YOUNG CHILDREN 20(1964):28-32

Classroom situations are described in which young children were able to use their own imaginations and creativity in making improvised materials to fit their particular needs.

THE CHILDREN ARE WAITING. THE REPORT OF THE EARLY CHILDHOOD DEVELOPMENT TASK FORCE. New York: Human Resources Administration, 1970. 83 pp. Free

This task force was formed to examine and assess early childhood services in New York City, as well as to recommend changes in the quantity and quality of the programs. The major recommendations contemplated almost total change in administration and procedure, with a new Department of Early Childhood Services to absorb many of the existing and overlapping agencies and procedures. Appendices.

CHILD WELFARE LEAGUE OF AMERICA STANDARDS FOR DAY CARE SERVICE. New York: Child Welfare League of America, 1969. 123 pp. 2.50

This book includes standards for various aspects of day care including physical facilities, administration, and community planning for services. Group care, family day care, and day care for school-age children are given separate chapters. Selected references are appended.

COMPACT 3(1969). 48 pp. 1.00

The subject of this issue is "Preschoolers and the States."

DAY CARE COST WORKSHOP. Minneapolis, Minnesota: Institute for Interdisciplinary Studies, Day Care Policy Studies Group, 1971. 418 pp.

The main purpose of this workshop was to look at the costs in day care. Other topics discussed were alternative delivery systems, facilities, parent participation, and after-school care.

Deutsch, Martin. MEMORANDUM ON: FACILITIES FOR EARLY CHILDHOOD EDUCATION. New York: Educational Facilities Laboratories, 1966. 38 pp.

The physical environment most beneficial to "environmentally deprived" nursery and kindergarten children is described.

EARLY CHILDHOOD DEVELOPMENT: ALTERNATIVES FOR PROGRAM IMPLEMENTATION IN THE STATES. Denver: Education Commission of the States, 1971. 100 pp. 1.00

"This report is intended to provide state-level policy makers with basic data about the most important alternatives which should be considered as a state initiates or expands its programs for very young children."

EQUIPMENT FOR A GROUP DAY CARE PROGRAM. St. Paul: Minnesota Department of Public Welfare, 1967. 7 pp. Free

This list of day care equipment is divided into categories -- essential, recommended, and not approved by authorities. It includes an estimate of costs and installation charges.

Evans, Anna Marie. "How to Equip and Supply Your Pre-kindergarten Classrooms." NATION'S SCHOOLS 77(1966):66

This comprehensive list is divided into the following areas: classroom furniture, classroom equipment, art supplies, craft/woodworking, housekeeping, language arts, literature, food services, music, science, play equipment, building blocks, wheel toys, play supplies, playhouse, puzzles, toys, and miscellaneous.

EXEMPLARY EDUCATION FOR EARLY CHILDHOOD. Greeley, Colorado: Weld County School District Six, 1968. 71 pp. Free

This proposal for continued Title III funding gives the purpose of this project as the development of an exemplary program in early childhood education. Teacher aides have been widely used in the project, and many innovative practices have been introduced.

FACILITIES FOR EARLY CHILDHOOD EDUCATION: A SELECTED BIBLIOGRAPHY.
Madison: University of Wisconsin, ERIC Clearinghouse on Educational
Facilities, 1970. 18 pp. ERIC, 1.00

ERIC descriptors are used in many of the references in this bibliography to indicate the contents. Items are listed in four categories: nursery and kindergarten facilities, play-grounds for early childhood, and related equipment, class-rooms for early educational facilities, and the planning of childhood education facilities and related issues.

FILMS FOR EARLY CHILDHOOD EDUCATION. Washington, D.C.: Association
of Childhood Education International, 1968. 16 pp. .50

This annotated list of films is divided into five subject headings: Early Childhood Program, Special Early Childhood Curriculum Interests, Child Development, Problems of Young Children, and Parent-Teacher Relationships.

Gross, Dorothy Weisman. "Equipping a Classroom for Young Children."
YOUNG CHILDREN 24(1968):100-103

The author looks at the classroom in the light of the child's learning patterns. She gives specific examples of what the school should offer: diverse experiences in space, variations in light and color, experiences in sound, safe conditions for experimentation, and both sameness and variety in physical furnishings.

Haase, Ronald N. **DESIGNING THE CHILD DEVELOPMENT CENTER.** Washington,
D.C.: U.S. Department of Health, Education, and Welfare, 1968. 24 pp.

The ideal physical environment, both outdoor and indoor, for a Head Start facility is described.

Haase, Ronald W. "How to Plan a Preprimary Classroom." **NATION'S
SCHOOLS** 77(1966):50-54

Designs for preschool classrooms and homemade playthings point up the author's contention that everything preschoolers touch, hear, and look at in their classrooms becomes an im-
portant part of the learning process.

HOUSING FOR EARLY CHILDHOOD EDUCATION: CENTERS FOR GROWING AND LEARNING.
Washington, D.C.: Association for Childhood Education International,
1968. 84 pp. 1.50

Articles included here are about the relationship of environment to program, basic design requirements for the nursery school or kindergarten, and problems encountered in such facilities in other countries.

Ickeringill, Nan. "Churches Open Their Doors to Community Day-Care Centers." NEW YORK TIMES, 3 November 1969, p. 58

This article describes two centers and cites them as examples of the many centers springing up in suburban communities that reflect an awakening community conscience -- a desire to take care of local problems locally.

Katz, Lilian G. EARLY CHILDHOOD EDUCATION AS A DISCIPLINE. Urbana: University of Illinois, 1970. 15 pp. ERIC, .85

Eight parameters of early childhood education are proposed and explored in this paper: characteristics of clients, characteristics of teachers and assisting adults, curriculum, philosophical orientation and historical factors, parent power, administrative factors and sponsorship, length of program, and physical plant and climate.

Kohn, Sherwood. THE EARLY LEARNING CENTER: STAMFORD, CONNECTICUT. New York: Educational Facilities Laboratories, 1970. 29 pp. .50

This booklet illustrates a building specifically constructed for early childhood education. The design of the building and the reasons behind it are presented in this pictorial booklet.

THE LEARNING PLACE. New York: Electric Heating Association, n.d. 24 pp. Free

The Learning Place is an architectural model for "an optimum environment" for teaching the very young. The three-level school is designed to accommodate 100 children on an acre-and-a-half suburban plot.

Loeffler, Margaret Howard. THE PREPARED ENVIRONMENT AND ITS RELATIONSHIP TO LEARNING. Oklahoma City: Casady School. 1967. 32 pp. Free

This book proposes to examine carefully some current thinking on early learning, and attempts to project the implications of this thinking into the design of a unique learning facility that would offer a supportive and stimulating environment for young children two to six years of age, providing for their individual needs and differences.

Mazyck, Aurelia. SUGGESTED EQUIPMENT AND SUPPLIES FOR AN INFANT-TODDLER CENTER. Mimeographed. Greensboro: University of North Carolina, 1969. 21 pp.

This list is based on the two-year experience of the Demonstration Nursery Center in providing all-day care for 15 infants and an average of 10 toddlers.

Millich, Cynthia; Prescott, Elizabeth; and Jones, Elizabeth. AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAMS. PART I: GROUP DAY CARE, A STUDY IN DIVERSITY. Pasadena, California: Pacific Oaks College, 1969. 145 pp. ERIC, 7.35

How does a community get group day care? Once it is obtained, how can the community regulate its quality? To answer these questions, the report examines most aspects of every possible kind of group day care project, ranging from local church projects to federally funded programs. Bibliography.

Pfluger, Luther W., and Zola, Jessie M. "A Room Planned by Children." YOUNG CHILDREN 24(1969):337-41

Preschool children were allowed to arrange their classroom as they pleased; results showed that they were more content with the room because they had participated in its structure.

PROGRAMS FOR INFANTS AND YOUNG CHILDREN. PART I: EDUCATION AND DAY CARE; PART II: NUTRITION; PART III: HEALTH; PART IV: EQUIPMENT AND FACILITIES. Washington, D.C.: Appalachian Regional Commission, 1970

These booklets describe various types of programs that are in operation, seem to be effective, and contain elements that can be used easily in many communities. They were prepared for use by local committees responsible for planning, organizing, and carrying out programs for infants and young children in the Appalachian Region.

PROJECT HEAD START EQUIPMENT AND SUPPLIES: GUIDELINES FOR ADMINISTRATORS AND TEACHERS IN CHILD DEVELOPMENT CENTERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, Project Head Start, 1969. Free

This gives a complete list of indoor and outdoor equipment needed for a Head Start program, including tables, toys, kitchen equipment, etc. Additional suggestions are provided for inexpensive art, music, and science materials.

PROJECT HEAD START -- SUMMER 1966: FINAL REPORT. Princeton, New Jersey: Educational Testing Service, 1966. 188 pp. Free

This report contains the following sections: Some Characteristics of Children in the Head Start Program, Facilities and Resources of Head Start Centers, and Pupils and Programs. Appendices.

A PROPOSAL TO ESTABLISH A WORK-RELATED CHILD DEVELOPMENT CENTER. Cambridge, Massachusetts: KLH Child Development Center, 1967. 95 pp. 2.00

The KLH demonstration preschool was initiated to offer a way of preventing poverty and some of the causes of poverty by widening employment opportunities and educating children. The proposal covers the need, advantages, related practice experience, objectives, mode of operation, project staff, facilities, and financing.

Richards, Catharine V. GOOD CAMPING FOR CHILDREN AND YOUTH OF LOW-INCOME FAMILIES: SOME SUGGESTIONS FOR CAMPS CONCERNED ABOUT PROVIDING EQUAL OPPORTUNITIES FOR CHILDREN AND YOUTH. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Children's Bureau, 1968. 20 pp. .30

"Camping is seen as having great potential in countering special forces that constrict opportunities for children to learn together, so many camps are committing their resources to increasing camping opportunities for young people from low-income families."

SCHOOLS WITHOUT WALLS. New York: Educational Facilities Laboratories, 1969. 56 pp.

Schools without interior partitions, called "open-space schools," have areas of unbroken space containing anywhere from three to five regular-size groups of children and their teachers. This design is part of an effort to devise facilities which mold themselves to the fluid activities within, instead of the other way around.

Shure, Myrna Beth. "Psychological Ecology of a Nursery School." CHILD DEVELOPMENT 24(1963):979-92

Psychological ecology is the systematic investigation of physical-environmental influences on the behavior of individuals and groups. This study investigates the influence of some of these factors on the spontaneous behavior of preschool children.

Skinner, Vincent P. NIGHT SWEEPS THE NORTH COUNTRY: A DOCUMENT FOR THE IMPLEMENTATION OF INNOVATIVE PRESCHOOL PROGRAMS FOR LOWER SOCIO-ECONOMIC BACKGROUND MAINE CHILDREN. IMPLICATIONS FOR THE DESIGN AND CREATION OF CHANGE FOR NORTHERN NEW ENGLAND. Farmington, Maine: Farmington State College Press, 1970. 38 pp. ERIC, 1.05

"A review of literature is given in sections devoted to (1) some issues and implications for the design of preschool programs for rural children, (2) a possible alternative to the current dilemma, (3) Open Education, (4) some goals for a preschool program, (5) classroom appearance and structure, and (6) the problem of evaluation. The last section describes the innovative Headstart program in Washington County, Maine, which is based on the concept of Open Education."

Stevens, Joseph, Jr. INSTRUCTIONAL MATERIALS AND THEIR USE IN AN EARLY TRAINING CENTER. Nashville: George Peabody College for Teachers, 1967. 5 pp. Free

The skill objectives of the DARCEE program determine what materials are used, and how they are used. These skills were developed in a well-planned, structured, and controlled context. Continual efforts were made to specify and delineate appropriate objectives and procedures. How the materials were used to achieve explicit goals was more important than what materials were used.

Witmer, Helen L., and Gershenson, Charles P. ON REARING INFANTS AND YOUNG CHILDREN IN INSTITUTIONS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1967. 90 pp. .50

The purpose of the conference reported here was to consider whether child care institutions can be designed, staffed, and operated in such a way that they can adequately meet the developmental needs of infants and young children.

11. GENERAL RESOURCES

Included in this list of general resources are items that may be applicable to various aspects of day care, although they are not directly concerned with the subject.

BIBLIOGRAPHY ON THE BATTERED CHILD. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau Clearinghouse for Research in Child Life, 1969. 22 pp. Free

This bibliography contains articles, books, reports, theses, dissertations, and research studies on the subject of child abuse.

CHILD WELFARE TRAINEESHIPS, 1968-1969. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1968. 11 pp. Free

This is a summary of funds allocated in fiscal year 1968 for teaching grants, traineeships, and short-term training grants. Institutions receiving grants are listed.

Clark, Kenneth B. "Problems of Power and Social Change: Toward a Relevant Social Psychology." *JOURNAL OF SOCIAL ISSUES* 21(1965):4-20

Clark calls for social psychologists to make a study of power, asking such questions as: "What do we mean by social change?" "What are stable criteria by which the idea of progress can be demonstrated as a fact in human social interaction?" "Does significant social change occur under conditions without conflict?" He suggests that a scientific understanding of the dynamics of society can lead toward a "rational control of society consistent with democracy and with respect for the dignity and uniqueness of humanity."

COLLEGE STUDENT VOLUNTEERS IN STATE MENTAL HOSPITALS. Washington, D.C.: Department of Health, Education, and Welfare, National Institute of Mental Health, 1968. 30 pp. .25

The survey of college volunteers in the state mental hospitals was originally undertaken by Sister Mary Josephine Cummins in fulfillment of a master's thesis requirement. Additional survey responses were received following completion of the thesis, and the total report was summarized for distribution.

DETAILED DESIGN OF A SOCIAL SERVICE DELIVERY SYSTEM FOR THE BUREAU OF SOCIAL WELFARE, DEPARTMENT OF HEALTH AND WELFARE, STATE OF MAINE. Chicago: American Public Welfare Association, 1970. 529 pp.

In 1969 the state of Maine decided to undertake a major study of its current program of services to develop "feasible concepts and approaches which it might pursue in the development of an expanded service program." This report is a detailed blueprint for the implementation of the general design recommended in the study.

DILEMMAS IN DELIVERY OF HEALTH AND WELFARE SERVICES. New York: National Study Service, 1969. 13 pp. 1.00

Some of the major dilemmas of delivery of services cited by the author are federal responsibility vis-a-vis states and localities for setting and enforcing standards; how much of a future income maintenance program should be delivered through our Social Insurance System and how much through other systems; what services should be delivered directly by the state government; how cooperative planning and coordination between and among the systems at all levels of government can be achieved; what is the role of nongovernmental organizations; and what services can be delivered by other methods.

EDUCATION AND TRAINING: A CHANCE TO ADVANCE. 7TH ANNUAL REPORT OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE TO THE CONGRESS ON TRAINING ACTIVITIES UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969. 102 pp. 1.00

"This report reviews accomplishments and problems of the fiscal year ending June 30, 1968, traces program changes over the period since the inception of the act, discussed the potential impact of the amendments passed by the Congress in October, 1968, and makes recommendations to improve the effectiveness of the program."

EDUCATION DIRECTORY, 1969-70. HIGHER EDUCATION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1970. 529 pp. 4.50

"This directory lists institutions in the United States and its outlying areas offering at least a two-year program of college-level studies in residence."

ERIC EDUCATIONAL DOCUMENTS INDEX 1966-1969. Vol. I: MAJOR DESCRIPTORS. Vol II: MINOR DESCRIPTORS, AUTHOR INDEX. New York: CCM Information Corporation, 1970. 2184 pp. 34.50

This subject-author index provided titles and accession numbers to the document and report literature that was listed in the monthly issues of RESEARCH IN EDUCATION from November 1966 through December 1969.

FEDERAL GRANTS FOR TRAINING OF PERSONNEL FOR WORK IN THE FIELD OF CHILD WELFARE. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, 1968. 19 pp.

This booklet lists grants available, eligibility for them, financial requirements, and other rules.

FEDERAL PROGRAMS WHICH MAY SUPPORT THE TRAINING OF NEIGHBORHOOD RESIDENTS FOR JOBS IN NEIGHBORHOOD HEALTH CENTERS. Washington, D.C.: Office of Economic Opportunity, Community Action Program, Health Manpower Office, 1968. 8 pp. ERIC, .50

Information is given on the following programs: Manpower Development and Training Act, New Careers, Vocational and Technical Education, Work Incentive, Neighborhood Youth Corps, Demonstration Projects, and Veterans Administration Training Assistance.

FEDERAL SUPPORT FOR ADULT EDUCATION: DIRECTORY OF PROGRAMS AND SERVICES. New York: Macmillan, 1969, 176 pp. 6.61

This directory updates the original published in 1966 and shows both an increasing number of programs and increasing complexity of programs as well as a growing interrelationship among programs.

Felton, Nadine; Prives, Bonnie; and Boreyko, Lorraine. DIRECTORY OF COLLEGES OFFERING DEGREE PROGRAMS FOR PARAPROFESSIONALS EMPLOYED IN THE HUMAN SERVICES. New York: New Careers Development Center, 1970. Unpaged. 3.50

Approximately 700 colleges are included in this list of two- and four-year colleges which offer degree-granting programs for adults employed in the field of their career choice while they study.

A HANDBOOK FOR INTERLOCAL AGREEMENTS AND CONTRACTS. Washington, D.C.: Advisory Commission on Intergovernmental Relations, 1967. 197 pp. 1.00

The Advisory Commission has strongly supported the use of interlocal cooperation as one basic method of broadening the geographical base for handling common governmental functions. This handbook was designed to describe the major features of interlocal agreements and contracts and provide specific examples.

Harding, Margaret. **HELPING LOW-INCOME HOMEMAKERS: PROGRAMS AND EVALUATIONS, A SELECTED, ANNOTATED BIBLIOGRAPHY.** Ithaca: Cornell, Ithaca College of Human Ecology, 1969. 159 pp. ERIC, 8.05

There are 208 entries in this annotated bibliography on educational and other kinds of assistance available to low-income homemakers.

Hays, David G., ed. **BRITANNICA REVIEW OF AMERICAN EDUCATION.** Vol. 1. Chicago: Encyclopaedia Britannica 1969. 272 pp. 12.50

Contents of this volume include subject areas, school levels, supporting fields, and Project Head Start: a national evaluation.

Hill, John G. "The Rochester Experience." **COMMUNITY**, September-October 1963, pp. 7-9

The Rochester system of functional budgeting was developed to bring program and financing closer together on an agency and community-wide basis. Two major devices were used. The first was that of breaking down the income, expenditures, deficits, volume of service, and unit costs for each separate service of function of an agency. The second was the use of a chart of accounts or headings, under which items of income and expense are classified, and which are designed to make clear why a particular item of expense is incurred.

Holden, John B. **ADULT EDUCATION AND THE PUBLIC SCHOOLS.** Washington, D.C.: National Education Association, 1969. (Reprinted from **EDUCATION IN THE STATES: NATIONWIDE DEVELOPMENT SINCE 1900**, J. B. Pearson and E. Fuller, eds., NEA) 39 pp. 1.00

Adult education is viewed as a necessity because of the dramatic rate of change, largely technological, that is taking place. The history of adult education is traced and suggestions are made for future directions.

Jablonsky, Adelaide. **THE SCHOOL DROPOUT: A REVIEW OF THE ERIC LITERATURE.** New York: Columbia University, 1970. 39 pp. ERIC, 2.20

"A short review of the causes and characteristics of the school dropout, and of special groups of dropouts are listed in the bibliography section. Approximately a third of the annotated list is devoted to general references, and the balance to special groups with the following breakdown: (1) rural; (2) American Indian (general, Sioux, and Johnson-O'Malley programs); (3) Alaskans; (4) Negroes; and (5) female students."

Maul, Ray C. ACCREDITATION OF TEACHER EDUCATION BY NCATE: A SURVEY OF OPINIONS COMMISSIONED BY THE COORDINATING BOARD OF THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1969. 34 pp. ERIC, .50

A survey was conducted to determine the attitudes of institutional representatives regarding the efforts of NCATE regarding its policies, procedures, and standards.

MINIMUM PROPERTY STANDARDS FOR NURSING HOMES: A HUD HANDBOOK. Washington, D.C.: U.S. Department of Housing and Urban Development, 1968. 68 pp. .75

These standards have been adopted to provide a basis of acceptability for the physical security for insured mortgages on nursing home properties. They are intended to specify those characteristics in a property that will assure present and continuing utility, durability, and desirability as well as compliance with basic safety and health requirements and to provide adequate facilities for efficient care and nursing services.

Montgomery, George W., Jr. "A Different Approach to Budgeting." CATHOLIC CHARITIES REVIEW 46(1962):15-19

"Functional budgeting" is described as a method of allocating costs and income of health and welfare agencies to the function of program of service to which they were related. This article identifies the six steps in functional budgeting and describes the pilot project.

THE NATIONAL APPRENTICESHIP PROGRAM. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1968. 33 pp. ERIC, 1.75

The apprenticeship program is explained and current apprenticeable occupations and trades are listed. Also included are addresses of regional offices of the Bureau of Apprenticeship and Training and state apprenticeship agencies.

Nerenberg, Beverly; Bowman, Garda W.; Feldman, Matti; and Klopff, Gordon J. DIRECTORY OF INSTITUTIONS OF HIGHER LEARNING OFFERING TRAINING PROGRAMS FOR AUXILIARY PERSONNEL IN EDUCATION. New York: Bank Street College of Education, 1969. 105 pp.

This directory gives pertinent facts about existing programs in two-year colleges, senior colleges, and universities. It also contains a list of institutions with projected programs.

1970 JUNIOR COLLEGE DIRECTORY. Washington, D.C.: American Association of Junior Colleges, 1970. 112 pp. 2.00

This directory gives basic information about nonprofit two-year colleges and provides insight into the growth and development of these colleges.

NURSERY SCHOOL PORTFOLIO. Washington, D.C.: Association for Childhood Education International, 1969. 1.50

Sixteen leaflets covering such topics as "How to Start a Nursery School," "The Arts," "Language Development," etc., are assembled in this portfolio.

POPULATION CHARACTERISTICS, MARITAL STATUS AND FAMILY STATUS: MARCH 1969. Washington, D.C.: U.S. Department of Commerce, Bureau of the Census, 1970. 40 pp. .50

This document describes some trends in marital and family status and has numerous tables showing some of the population characteristics in this category.

PUBLICATIONS OF THE HEALTH FACILITIES PLANNING AND CONSTRUCTION SERVICE: HILL-BURTON PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Administration, 1970. 41 pp. .30

The publication of guidelines on the design, construction, and operation of hospital and medical facilities has been part of the Hill-Burton Program. This annotated bibliography of these publications is divided into 17 subject headings.

REPORT ON A SURVEY OF THE STATE OF THE ART: SOCIAL, POLITICAL, AND ECONOMIC MODELS AND SIMULATIONS. Cambridge, Massachusetts: Abt Associates, 1967. 83 pp. 5.00

"This report includes a statement of survey objectives, scope, and content; descriptive typologies of over fifty representative current social, political, and economic models, computer simulations, and human player games; staffing; time, and money requirements of these model projects; an assessment of the strengths and weaknesses of the current art and its application to public policy planning; and recommendations for government policy regarding the new intellectual technology of modeling."

RESEARCH RELATING TO CHILDREN. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Children's Bureau, 1965.

MARCH-DECEMBER 1964.	230 pp.	1.25
OCTOBER 1965-MAY 1966.	211 pp.	1.25
JUNE 1966-APRIL 1967.	171 pp.	1.25
MAY-DECEMBER 1967.	121 pp.	1.00
JANUARY-AUGUST 1968.	161 pp.	1.75
SEPTEMBER 1968-MARCH 1969.	143 pp.	1.50

These bulletins are about studies in various child-related topics -- growth and development, personality and adjustment, the child in the family, socioeconomic and cultural factors, social services, and health services.

REVENUE SHARING CHART BOOK. Washington, D.C.: Executive Office of the President, 1971. 21 pp. .30

This pamphlet briefly describes revenue sharing and its alternatives: Federalization of welfare costs, tax credits, tax reduction, and more categorical grants.

Ridley, Agnes Fenster. GAINFUL EMPLOYMENT IN HOME ECONOMICS: PHASE I. Tallahassee: Florida State Department of Education, 1967. 224 pp. ERIC, 11.30

The first phase of this three-phase study focused on identifying occupations, projecting employment and employment opportunities, determining employment qualifications, and identifying clusters of technical occupations and attendant competencies. A bibliography, questionnaires, and an interview guide are appended.

Rosen, Sumner M. BUILDING CAREER LADDERS IN HEALTH OCCUPATIONS - OPPORTUNITIES AND OBSTACLES. New York: New York University, New Careers Development Center, 1968. 7pp. Free

This article describes the efforts of a union of hospital aides to increase career opportunities for its members.

Sokol, Joseph M. HEALTH AND WELFARE SERVICES ON THE COMMUNITY LEVEL: A CONSUMER ORIENTATION. Ph.D. dissertation, New York University, 1968. 320 pp.

In examining the use made of health and welfare services in a small community, the author states that the test of the effectiveness is in how the product is delivered on the community level and how it is used by the clientele for whom it is intended.

Walters, Elizabeth. YOUNG BLACK AND WHITE LISTENERS. Minneapolis: American Educational Research Association, 1970. 3 pp. ERIC, .25

The designer of this study sought to devise two forms of an instrument to measure the listening ability of first, second, and third graders. Further, the instrument was to be tested on students and teachers and measured for its reliability.

Weinberg, Meyer, ed. SCHOOL INTEGRATION: A COMPREHENSIVE CLASSIFIED BIBLIOGRAPHY OF 3,100 REFERENCES. New York: Center for Urban Education, 1967, 137 pp. 1.00

This bibliography was compiled from bibliographical listings in INTEGRATED EDUCATION magazine from January 1963 to September 1967. Care was taken to include every discernible viewpoint, thus a wide range of sources is included.

Wright, Logan. BIBLIOGRAPHY ON HUMAN INTELLIGENCE: AN EXTENSIVE BIBLIOGRAPHY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Health Administration, 1969. 222 pp. 2.50

"The construction of this bibliography grew out of a need for an extensive list of source and reference material in the area of human intelligence. It was felt that an outline providing some structure to the topic of intelligence, with reference sources cited within each area, could be of assistance to the advanced student."

Zajonc, Robert B., and Marin, Irwin C. "Cooperation, Competition, and Interpersonal Attitudes in Small Groups." PSYCHONOMIC SCIENCE 7(1967): 271-72

"The present experiment sought to establish if outcomes, rather than motivational antecedents, of cooperation and competition are a sufficient condition of the resultant interpersonal attitudes."

12. PUBLIC SCHOOLS

Because many materials directly concerned with public schools may be applicable to day care, in such areas as child development, personnel, grouping, and others, these items have been gathered under the heading "Public Schools."

ADVANCING EDUCATION THROUGH: RESEARCH, DEVELOPMENT, DEMONSTRATION, DISSEMINATION, TRAINING. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1970. 66 pp. .65

This annual report for fiscal year 1969 provided a summary of educational research projects and programs administered by the Office of Education.

Anderson, Robert H. "Schools for Young Children: Organizational and Administrative Considerations." PHI DELTA KAPPAN, March 1969, pp. 381-85

Ways in which programs for educating young children might be set up are discussed in this article. Some of the advantages for linking early childhood programs to public elementary schools are pointed out, as well as the importance of the physical environment.

AUXILIARY SCHOOL PERSONNEL. Washington, D.C.: National Education Association, 1967. 20 pp. .50

This pamphlet presents information useful to educators considering some of the issues in the use of auxiliary school personnel. Problems considered are appropriate roles, manner of selection, kind of training, controls for screening and certifying, and attitudes of teachers.

BACKGROUND INFORMATION: NATIONAL CONFERENCE ON THE PARAPROFESSIONAL, CAREER ADVANCEMENT, AND PUPIL LEARNING. Washington, D.C.: National Education Association, 1969. 7 pp. ERIC, .45

"This conference report, which includes the findings of the Bank Street College of Education survey on the use of paraprofessionals in education, traces the development of paraprofessionals in the classroom from the Depression era until the present time."

Berson, Minnie Perrin. "The All-day Kindergarten." TODAY'S EDUCATION, November 1968, pp. 27-29

The author believes that some young children profit by attending all-day kindergarten but that the experience can be detrimental to others.

Berson, Minnie Perrin. "Save Them Young: New York State's Prekindergarten Program." AMERICAN EDUCATION 3(1967). Reprint available from U.S. Government Printing Office, Washington, D.C. 4 pp. .10

Governor Nelson Rockefeller proposed the first state-supported prekindergarten program in the history of American education. The prekindergarten program was to be a quality program, based on existing knowledge of what children are like, how they behave, and how they learn and an experimental effort to work closely with individual disadvantaged prekindergarten children and their parents.

Boger, Jack H. "An Experimental Study of the Effects of Perceptual Training on Group I.Q. Test Scores of Elementary Pupils in Rural Ungraded Schools." JOURNAL OF EDUCATIONAL RESEARCH 46(1952):43-52

"The purposes of this study were: (1) to investigate the scores of rural school children on widely used group I.Q. tests; and (2) to provide for a sample of rural school children stimulating visual materials involving reasoning ability of a perceptual nature in order to determine whether or not this increment to the school environment would tend to enhance performance on group I.Q. tests."

Bowman, Garda W., and Klopff, Gordon. AUXILIARY SCHOOL PERSONNEL: THEIR ROLES, TRAINING AND INSTITUTIONALIZATION, BASED ON A NATIONWIDE STUDY OF TEACHER-AIDES, TEACHER-ASSISTANTS, FAMILY WORKERS, AND OTHER AUXILIARY PERSONNEL IN EDUCATION. New York: Bank Street College of Education, 1966. 22 pp. ERIC, 1.20

Five recommendations are made for developing and using auxiliary personnel in the schools: (1) tasks and prerogatives of auxiliaries should be clearly defined; (2) there should be preservice training to develop communication and job skills; (3) there should be a continuing inservice training program; (4) cooperation of community colleges should be sought for training auxiliaries; and (5) use of auxiliary personnel should be institutionalized into a program that offers job security and is an integral part of the school.

Bowman, Garda W., and Klopff, Gordon J. NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL. New York: Bank Street College of Education, 1968. 256 pp.

The Bank Street College of Education conducted a study of auxiliary personnel in education for OEO. This final report includes their analyses of five continuing demonstration programs.

Butler, Annie L. "From Head Start to Follow Through." INDIANA UNIVERSITY SCHOOL OF EDUCATION BULLETIN 44(1968). 47 pp.

"This BULLETIN represents one person's attempt to show some ways school programs can be related to Head Start whether such programs are or are not officially delegated as Project Follow Through."

Cain, Glen, and Watts, Harold W. PROBLEMS IN MAKING POLICY INFERENCES FROM THE COLEMAN REPORT. Madison: University of Wisconsin, Institute for Research on Poverty, 1968. 40 pp. Free

"The principal theme of Cain and Watts is that the analytical part of the Coleman Report has such serious methodological shortcomings that it offers little guidance for policy decisions. They go on to suggest a more meaningful approach to the problem of measuring determinants of educational achievement for policy purposes."

CHILDREN AT THE CROSSROAD. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1970. 48 pp. .65

A report on state programs for the education of migrant children under Title I of the Elementary and Secondary Education Act.

Clark, Kenneth B., ed. RACISM AND AMERICAN EDUCATION: A DIALOGUE AND AGENDA FOR ACTION. New York: Harper and Row, 1970. 164 pp. 1.95

The President's Commission for the Observance of Human Rights Year (1968) convened a small conference of specialists to explore the role of education in combating racial discrimination. The Agenda for Action contains 20 recommendations that involve the educational system at all levels and in all parts of the country.

Coleman, James S. THE EVALUATION OF EQUALITY OF EDUCATIONAL OPPORTUNITY. Baltimore: Johns Hopkins University, 1968. 41 pp. ERIC, 2.15

The author of the 1966 report EQUALITY OF EDUCATIONAL OPPORTUNITY discusses some of the criticism of the study and defends it as a major step in the development of policy-related social research.

Coleman, James S.; Campbell, Ernest Q.; Hobson, Carol J.; McPartland, James; Mood, Alexander M.; Weinfeld, Frederic D.; and York, Robert L. EQUALITY OF EDUCATIONAL OPPORTUNITY. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1966. 1285 pp. 7.25

This survey addressed itself to four major questions. The first is the extent to which the racial and ethnic groups are segregated from one another in the public schools. The second is whether the schools offer equal educational opportunities in terms of a number of other criteria which are regarded as good indicators of educational quality. The third question is addressed to how much the students learn as measured by their performance on standardized achievement tests. Fourth is the attempt to discern possible relationships between student achievement, on the one hand, and the kinds of schools they attend on the other.

Conlisk, John. "Determinants of School Enrollment and School Performance." JOURNAL OF HUMAN RESOURCES 4(1969):140-57

Based on data from the 1960 census, variables describing age, color, sex, rural-urban status, education and income of parents are used to explain variation in school enrollment and school performance.

CONTEMPORARY ISSUES IN ELEMENTARY EDUCATION. Washington, D.C.: National Education Association, 1960. 27 pp. .35

"This report seeks to identify the unique characteristics of elementary education and to illustrate their bearing on current practices and proposed changes."

Cunningham, Luvern L., and Nystrand, Raphael O. CITIZEN PARTICIPATION IN SCHOOL AFFAIRS: A REPORT TO THE URBAN COALITION. Washington, D.C.: Urban Coalition, 1969. 131 pp. ERIC, 6.65

"This research assesses new arrangements for citizen participation in urban school affairs within the thirteen cities studied."

Cutler, Marilyn H. "National Report Shows Teacher Aides Are Worth the Effort." NATION'S SCHOOLS 73(1964):67-69

Various examples of the work and reception of teacher aides across the country are cited. Although there were some negative reactions, most school systems found aides helpful in relieving teachers of nonprofessional jobs. The aides found that their new jobs often led to further education and obtaining better jobs.

DECENTRALIZATION AND COMMUNITY INVOLVEMENT: A STATUS REPORT. ERS CIRCULAR NO. 7. Washington, D.C.: National Education Association, 1969. 56 pp. 2.00

This is a status report on administrative decentralization and community involvement in school administration. Included is a bibliography of articles on the pros and cons and politics of these subjects.

DeVita, Joseph C., and Drowne, Frances. WORKING WITH TEACHER AIDES. Edited by Harry A. Becker. New London, Connecticut: Croft Educational Services, 1970. Unpaged. 4.50

This folio has three parts, each containing a four-page discussion and a number of supporting exhibits. Part A is a guide for school superintendents in planning and implementing a teacher aide program. Part B is a guide addressed to classroom teachers working with aides. Part C is a handbook for teacher aides.

DO TEACHERS MAKE A DIFFERENCE: A REPORT ON RECENT RESEARCH ON PUPIL ACHIEVEMENT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development, 1970. 181 pp. .75

The papers in this report present recent research on the factors which influence pupil achievement. Contributors are Alexander M. Mood, James W. Guthrie, Henry M. Levin, Eric Hanushek, George W. Mayeske, Stephan Michelson, Robert M. Gange, and James S. Coleman.

Durkin, Dolores. "Parents, Reading and the Schools." EDUCATION 84(1964): 415-17

Parent education programs are encouraged to bring about more effective home-school communication and to provide opportunities for parents to give additional instructional help both at home and in the classroom.

EDUCATION AND THE DISADVANTAGED AMERICAN. Washington, D.C.: National Education Association, 1962. 39 pp. .35

The school is seen as the best hope for overcoming the cultural handicap of millions of disadvantaged Americans.

EDUCATION FOR THE URBAN DISADVANTAGED: FROM PRESCHOOL TO EMPLOYMENT; A STATEMENT ON NATIONAL POLICY BY THE RESEARCH AND POLICY COMMITTEE OF THE COMMITTEE FOR ECONOMIC DEVELOPMENT. New York: Committee for Economic Development, 1971. 86 pp. 1.50

This statement reflects concern "with the role of educational institutions in carrying out their part of the nation's broad mission of eliminating poverty in the U.S. and of opening up the doors of opportunity to those who have been deprived of an equitable share of society's rewards." In the interest of generating public action to improve the quality of education, recommendations are made in the following areas: environment, preschooling, functional education, teachers and instructional systems, accountability and control, school expenditures, research, development, and application.

FEASIBILITY OF RESCHEDULED SCHOOL YEAR PLANS FOR DELAWARE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS. Dover: Delaware State Department of Public Instruction, 1969. 48 pp. 2.50

A study team for the Delaware State Department of Public Instruction sought to discover a design to increase the efficiency of staff and school facilities. After a search of the literature, visits to three school districts, and a conference with a nationally recognized consultant, recommendations were made and pilot programs were suggested. Bibliography.

Feldstein, Sylvan G., and Mackler, Bernard. SCHOOL DESEGREGATION AND THE LAW IN NEW YORK CITY: THE CASE OF "IN RE SKIPWITH." New York: Center for Urban Education, 1968. 50 pp. Free

IN RE SKIPWITH clarifies the relationship between the Fourteenth Amendment and compulsory assigning of teachers and actions by parents. The study appraises this legal aspect and explores the repercussions of it on policy-making in education.

Ferver, Jack, and Cook, Doris M., eds. TEACHER AIDES: HANDBOOK FOR INSTRUCTORS AND ADMINISTRATORS. Madison: University of Wisconsin, 1968. 88 pp. 2.00

This handbook has been prepared to assist administrators and instructors of teacher-aide personnel to deal effectively with recruitment, training, and utilization of paraprofessionals in education.

Foster, Florence P. PLANNING PARENT-IMPLEMENTED PROGRAMS: A GUIDE FOR PARENTS, SCHOOLS AND COMMUNITIES. Trenton: State of New Jersey, Department of Education, 1969. 53 pp. ERIC, 2.75

"This booklet is the product of a small but diverse group of parents and professionals who came together to try to alleviate the problems posed by the escalating struggle for power in the schools."

Fox, David J.; Harbatkin, Lisa; MacDougal, Roy L.; Rosenzweig, Larry; Roth, William J.; and Storte, John J. 1969 SUMMER DAY ELEMENTARY SCHOOL PROGRAM FOR DISADVANTAGED PUPILS. New York: Center for Urban Education, 1969. 113 pp. 2.00

This report is an evaluation of an ESEA Title I project which offered a six-week half-day program of additional instructional services to over 37,000 children from disadvantaged areas.

Fox, David J.; Shapiro, Norman P.; and Barnes, Valerie. SUMMER 1967 ELEMENTARY SCHOOL PROGRAMS FOR DISADVANTAGED PUPILS IN POVERTY AREAS IN NEW YORK CITY. New York: Center for Urban Education, 1967. 323 pp. ERIC, 16.25

"An elementary summer school program involved some 40,000 New York City disadvantaged students who were retarded in reading. The program provided for additional instruction in reading, language arts, and mathematics. This two-section report includes the evaluation of each of these component programs as well as of a special program for training educational aides, in addition to dealing with the main programs."

Gallup, George. A GUIDEBOOK FOR PARENTS OF CHILDREN IN THE FIRST YEAR OF SCHOOL. Princeton, New Jersey: American Institute of Public Opinion, 1970. 51 pp. 2.00

This guidebook is designed for elementary school administrators to use with parent discussion groups in order to acquaint them with the teaching methods and materials of the schools.

Gewirtz, Marvin H. A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS: PARENTAL INVOLVEMENT IN READING-IMPROVEMENT PROGRAM (A DECENTRALIZED PROGRAM). New York: Center for Urban Education, 1968. 66 pp. Free

The basic objective of the parental involvement facet of the Early Childhood Program was to involve the parents and the community in meaningful, sustained and significant cooperation in the education of children.

Goodykoontz, Bess. BASIC HUMAN VALUES FOR CHILDHOOD EDUCATION. Washington, D.C.: Association for Childhood Education International, 1963. 76 pp. 1.25

This report describes a colloquy that brought together people from several disciplines, all concerned with the welfare of young children. The major part of the report centers around 10 major values in American life. The remainder suggests implications for action in elementary schools.

HEARINGS BEFORE THE SELECT COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITY OF THE UNITED STATES SENATE. Washington, D.C.: U.S. 91st Congress, 2nd session, 1970. Part 1A-Equality of Educational Opportunity: An Introduction; Part 1B-Equality of Educational Opportunity: Appendix; Part 2-Equality of Educational Opportunity: An Introduction.

Senator Walter Mondale, chairman of the committee, cited the committee's duty to "look into that area where the quality of public education in the U.S. meets the problem of racial and ethnic isolation." These hearings sought an overview of a number of current issues and problems from a variety of witnesses, including education experts, students, parents, and teachers.

HOW TO ORGANIZE A SCHOOL VOLUNTEER PROGRAM IN INDIVIDUAL SCHOOLS AND SUGGESTED VOLUNTEER AIDES. Los Angeles: Los Angeles City Schools, 1968. 45 pp. ERIC, 2.35

"The school volunteer program of Los Angeles is designed to assist teachers in providing more individualization and enrichment of instruction; to increase children's motivation for learning, to provide an opportunity for interested community members to participate effectively in the school's program and to strengthen school-community relations through this positive participation."

Husbands, C. T. STRUCTURAL EFFECTS OF RACIAL TRACKING IN TWO INNER CITY SCHOOLS. Chicago: University of Chicago, Center for Social Organization Studies, 1968. 44 pp. ERIC, 2.30

"This study attempts to isolate variables which influence intelligence and achievement scores of disadvantaged black school children in the elementary school years."

ISSUES AND ALTERNATIVES -- PUBLIC SCHOOL PERSONNEL POLICIES. Washington, D.C.: National Education Association, 1968. 20 pp. .50

The theme of the Professional Rights and Responsibilities Conference on Civil and Human Rights in Education was "Equality of Educational Opportunity as Affected by Public School Personnel Policies: Recruitment, Hiring, Transfer, Assignment, Promotion, Dismissal." This report focuses on two overriding concerns of the conference: the debate between separation and integration and the need for improved human relations in the schools, and society in general.

Jeffrey, Frank; Gerhard, Carol; Schwaderer, Mary; and Ward, Ralph. EDUCATIONAL AIDES. Columbus, Ohio: Ohio Education Association, 1969. 11 pp.

This booklet is part of a study identifying examples of innovative programs in Ohio with the specific purpose of determining the process through which innovation was introduced. Summary data on the experiences of on-going auxiliary programs are given, and a statement is made regarding several legal questions which have been raised concerning the status of auxiliary personnel within a school system.

Larson, Richard G., and Olson, James L. "Compensatory Education: How Much Is Enough?" JOURNAL OF NEGRO EDUCATION 37(1968):164-67

This paper's findings supported both the contention that an all-day compensatory kindergarten can be academically beneficial to disadvantaged students and the assumption that accelerated learning and growth rates will diminish and perhaps regress when saturation efforts are discontinued and replaced by traditional primary school programs.

Levin, Henry M., ed. COMMUNITY CONTROL OF SCHOOLS. Washington, D.C.: Brookings Institution, 1970. 318 pp. 7.50

Brookings sponsored a two-day Conference on the Community School to clarify the educational, political, social, and economic issues that have arisen from the demands by minority residents of large cities to obtain control of their neighborhood schools. This volume presents 11 papers prepared for the conference; running through all of the papers is the theme that, although there is much to recommend a large measure of community control, any attempt to shift governance of schools to decentralized community boards must be accompanied by an enormous amount of foresight and planning if it is to succeed.

Levine, Murray G., and Donlan, Kaye. PROJECT SCRANTON: STUDENT TEACHERS AS TUTORS FOR CHILDREN IN AN INNER CITY SCHOOL. Buffalo: State University of New York, 1966. 30 pp. ERIC, 1.65

"A tutoring program developed for first-grade inner-city children, employing student teachers as tutors, is evaluated in this report."

Lohman, Joseph D., and Takagi, Paul T. TEACHER EDUCATION AND PARENT-TEACHER AIDES IN A CULTURALLY DIFFERENT COMMUNITY: INTERIM REPORT -- A DEMONSTRATION PROJECT. Berkeley: University of California, 1967. 147 pp. 3.00

This demonstration project was designed to promote school-parent communications and to reduce the social distance between the school and the family, by involving both parents and teachers in the common task of educating the children. The report on this project presents data from the first eight weeks the project was conducted, describes the project organization, and relates the demographic data to the process of collecting the data.

MODEL PROGRAMS CHILDHOOD EDUCATION: BOSTON PUBLIC SCHOOL LEARNING LABORATORIES, BOSTON, MASSACHUSETTS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .20

To help meet the special problems of both slow learners and gifted students, children in grades two through four have two half-hour sessions with specially trained teachers in learning laboratories.

MODEL PROGRAMS CHILDHOOD EDUCATION: CORRECTIVE READING PROGRAM, WICHITA, KANSAS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 15 pp. .20

This program is designed to improve the reading grade level, vocabulary, comprehension, and self-concept of disadvantaged youth in the public schools.

MODEL PROGRAMS CHILDHOOD EDUCATION: DOVACK, MONTICELLO, FLORIDA. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 17 pp. .20

Goals of the DOVACK method for teaching reading are to help pupils become independent and self-pacing in their study habits, to develop good attitudes toward reading, and to develop reading skills. The approach allows children to create their own reading lessons with the concepts and vocabulary they already know and transfer newly learned skills to all types of reading material.

MODEL PROGRAMS CHILDHOOD EDUCATION: EXEMPLARY CENTER FOR READING INSTRUCTION, SALT LAKE CITY, UTAH. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 16 pp. .20

Research, inservice teacher training, parental training, and a remedial reading clinic are included in the ECRI programs.

MODEL PROGRAMS CHILDHOOD EDUCATION: HARTFORD EARLY CHILDHOOD PROGRAM, HARTFORD, CONNECTICUT. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 13 pp. .20

In an effort to restructure the educational program to better meet the needs of its children, Hartford's public school system has designed a program for four-year-olds to first graders.

Although ideas have been borrowed from the Montessori approach and British infant school, the program has been established to meet the needs of the urban student.

MODEL PROGRAMS CHILDHOOD EDUCATION: PERCEPTUAL DEVELOPMENT CENTER PROGRAM, NATCHEZ, MISSISSIPPI. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 13 pp. .20

This program has four parts -- a demonstration center for teaching children, a diagnostic program, inservice training programs, and community education -- all centered on dyslexia and other related reading disorders.

MODEL PROGRAMS CHILDHOOD EDUCATION: TACOMA PUBLIC SCHOOLS EARLY CHILDHOOD PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; Office of Economic Opportunity, 1970. 14 pp. .20

To provide an early childhood education program for economically disadvantaged children, Tacoma pooled federal, state, and local funds. The program serves three-year-olds to third graders. A single curriculum model is used, based on the responsive environment model.

NATIONAL ELEMENTARY PRINCIPAL 46(1967)

This entire issue of the magazine is devoted to auxiliary personnel in the elementary school.

NEW CAREERS IN AMERICAN EDUCATION: PROCEEDINGS OF THE STATE-WIDE TEACHER AIDE CONFERENCE. Champaign, Illinois: Parkland College and University of Illinois, 1970. 20 pp. Free

This is a brief outline of this first annual conference. Seminars stressed trends toward the utilization of teacher aides, and the importance of the role of research, especially in regard to evaluating real life work experiences and practices. Training methods utilizing new media and technology were discussed and model training methods considered.

THE NEW YORK STATE ANNUAL EVALUATION REPORT FOR 1967-68 FISCAL YEAR: PROGRAMS FOR CHILDREN OF MIGRATORY WORKERS. Albany: New York State Education Department, 1968. 21 pp. Free

"Programs funded under Public Law 89-750 of Title I, ESEA, for children of migratory workers were held in 37 school districts in New York State in fiscal year 1968. The emphases of the

programs were to provide services to improve basic skills such as reading, math, language arts, and speech, to improve behavior, social attitudes, and self-image, and to increase experiential background."

Nixon, Richard M. "Education Reform, March 3, 1970." WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, 9 March 1970

The President proposes a series of actions to improve elementary and secondary education and also proposes establishing experimental centers for early childhood education.

"OPEN DOOR": NEW YORK CITY. New York: Center for Urban Education, 1970. 48 pp. 1.50

"Open Door" is a program which seeks to set up a flexible and intimate learning environment within the large urban school, to provide greater continuity between grade levels, and to enrich the curriculum so that children have a chance to relate to more things and people. It is built on some of the same theories as the British Infant School.

PACESETTERS IN INNOVATION: CUMULATIVE ISSUE OF ALL PROJECTS IN OPERATION AS OF FEBRUARY 1969. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 584 pp. 5.00

This is a cumulative volume of all ESEA Title III projects in operation as of February 1969. It is divided into four sections: subject index, local educational agency index, project number index, and project resumes.

PRESCHOOL BREAKTHROUGH: WHAT WORKS IN EARLY CHILDHOOD EDUCATION. Washington, D.C.: National School Public Relations Association, 1970. 48 pp. 4.00

"This report is designed to help school personnel to prepare for the mass of preschoolers headed their way." It reviews the philosophies and controversies of early childhood education, offers a guide to the federal apparatus in relation to child-care legislation, comments on the ferment in state and local communities over control of programs, and gives detailed descriptions of programs which have been found to be effective with young children.

Prichard, Paul N. THE EFFECTS OF DESEGREGATION ON STUDENT SUCCESS IN THE CHAPEL HILL CITY SCHOOLS. Chapel Hill: University of North Carolina, 1969. 8 pp. ERIC, .50

This paper gauges the effect of the complete desegregation of Chapel Hill schools on its fifth, seventh, and ninth grade students.

PROJECT EARLY PUSH: BUFFALO, NEW YORK. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 12 pp. .20

Project Early Push was a prekindergarten program designed to provide disadvantaged children with a variety of experiences which are vital to later educational success.

RACIAL AND SOCIAL CLASS ISOLATION IN THE SCHOOLS: A REPORT TO THE BOARD OF REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK. Albany: University of the State of New York, State Education Department, 1970. 565 pp. ERIC, 28.45

This document reviewed the legal background of racial isolation in the schools of New York and described the efforts to eliminate de facto segregation in New York schools. Compensatory education at all levels was assessed for effectiveness in the educational development of disadvantaged children. The findings of this report suggest new guidelines for school desegregation to enhance the chances that all disadvantaged children may experience improved and equal educational opportunity.

RACIAL ISOLATION IN THE PUBLIC SCHOOLS: A REPORT OF THE U.S. COMMISSION ON CIVIL RIGHTS. Washington, D.C.: U.S. Commission on Civil Rights, 1967. 276 pp. 1.25

This inquiry has been limited to school segregation resulting from circumstances other than legal compulsion and gives priority to cities and metropolitan areas. The four general subject areas include: the extent of racial isolation in the public schools and the extent of the disparity in educational achievement between white and Negro school children; the factors that contribute to intensifying and perpetuating school segregation; the relationship between racially isolated education and the outcomes of that education, and the impact of racial isolation on the attitudes and interracial associations of Negroes and whites; and the various programs that have been proposed or put into operation for remedying educational disadvantage and relieving racial isolation in the schools.

THE RESCHEDULED SCHOOL YEAR. Washington, D.C.: National Education Association, 1968. 39 pp. 1.00

This summary of research presents several plans for rescheduling the school year. The rationale for each plan is presented as well as the results of experimentation with the plans.

SCHOOL VOLUNTEERS. Washington, D.C.: Educational Service Bureau, Administrative Leadership Service, 1966. 61 pp. 4.50

This booklet considers the overall program for volunteers in schools. It deals with roles, recruitment, training, and other such broad areas.

Schreiber, Daniel, ed. PROFILE OF THE SCHOOL DROPOUT. New York: Vintage Books, 1967. 393 pp. 1.95

Described as "a reader on America's major educational problem," this book contains ideological statements, statistics, social and historical factors, present and future programs, guidance aspects, and early childhood education articles. The latter are by Martin Deutsch, Bruno Bettelheim, and Robert D. Hess.

Silberman, Charles E. CRISIS IN THE CLASSROOM: THE REMAKING OF AMERICAN EDUCATION. New York: Random House, 1970. 553 pp. 10.00

This book is the result of a three-and-a-half year study commissioned by the Carnegie Corporation. Silberman calls for a major overhaul from kindergarten through graduate school, saying that our most pressing educational problem "is how to create and maintain a humane society." He explains how and why most schools fail in this respect and presents explicit recommendations for how the schools can and should be improved.

Silverman, Leslie J., and Metz, Stafford. SELECTED STATISTICS ON EDUCATIONAL PERSONNEL. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, 1970. 59 pp. .65

"Much of what is known statistically about educational personnel nationally has been brought together in this document." References cite the data sources.

SUGGESTED GUIDELINES: SUPPLEMENTARY EDUCATIONAL PERSONNEL. Phoenix, Arizona: State Department of Public Instruction, n.d. 40 pp. 2.00

These guidelines are concerned with supplementary educational personnel in general, with an emphasis on teacher aides. An evaluation program is included.

SURVEY OF ATTITUDES IN DESEGREGATED SCHOOL DISTRICTS, SPRING 1969. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, 1969. 17 pp. ERIC, .95

This report is a survey of attitudes on desegregation conducted by the Southeastern Regional Office for Civil Rights, HEW, in 1969. It was undertaken to help civil rights staff better understand the integration process.

TEACHER AIDES: BIBLIOGRAPHIES IN EDUCATION. Ottawa: Canadian Teachers' Federation, 1970. 15 pp. ERIC, .85

This bibliography of 211 items covers a period of approximately 10 years and is based on the following sources: the Canadian Education Index, the Education Index, Current Index to Journals in Education, Cumulative Book Index, Research in Education, Education Studies Completed in Canadian Universities, and Research Studies in Education.

Trubowitz, Julius. CHANGING THE RACIAL ATTITUDES OF CHILDREN: THE EFFECTS OF AN ACTIVITY GROUP PROGRAM IN NEW YORK CITY SCHOOLS. New York: Praeger, 1969. 228 pp. 12.50

"The purpose of this book is to describe and evaluate an experiment to overcome the fear and misunderstanding between races. The aim of the experiment was to change the racial attitudes of Negro and white children. The study tested the effectiveness of inter-racial contact in certain school activities in inducing positive changes in the racial attitudes of children from selected elementary schools in New York City.

UNIVERSAL OPPORTUNITY FOR EARLY CHILDHOOD EDUCATION. Washington, D.C.: National Education Association, Educational Policies Commission, 1966. 12 pp. .25

This statement is based on the premise that "all children should have the opportunity to go to school at public expense beginning at the age of four."

USE OF TEACHER AIDES, 1968-69. Washington, D.C.: National Education Association, 1969. 15 pp. .45

The data on teacher aides in this report are confined to "all nonprofessionals who relieve regular teachers of some non-teaching duties, whether they are paid or volunteer their time." Tables show the number of aides by type of school, whether they are paid or volunteer, and the sources of funds used.

Weinberg, Meyer, comp. THE EDUCATION OF THE MINORITY CHILD: A COMPREHENSIVE BIBLIOGRAPHY OF 10,000 SELECTED ENTRIES. Chicago: Integrated Education Associates, 1970. 530 pp. 11.30

The central emphasis of this bibliography is on the black child; less stress is placed on Mexican American, Puerto Rican, and Indian American children; and some attention is given to children from Oriental, poor white, Jewish, and European immigrant backgrounds. Although the time-spans for black and Indian American children go back to the colonial period of American history, the great bulk of the book reflects the literature of the past 70 years.

Wolff, Max. "Is the Bridge Completed?" CHILDHOOD EDUCATION 44(1967): 12-15

Wolff has described the world of the ghetto child as being lived on two sides of a river -- one side is his home and entire culture, the other is the prevailing middle-class society. He says that the school must be the bridge that unites the two peoples and that Head Start has made a sincere effort in this direction. However, Wolff sees continued public schooling as destroying Head Start's bridge and not erecting any new ones.

Wurster, Stanley P., and Heathman, James E. RURAL EDUCATION AND SMALL SCHOOLS: A SELECTED BIBLIOGRAPHY. Las Cruces: New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1969. 178 pp. 1.25

"This bibliography was compiled to provide access to some of the latest research findings and developments in rural education and small schools."

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